Google Training for Teachers:

Brushton-Moira

Central School District (K-12)

IT 651

Autumn Carey

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Part 1:

Needs Assessment

Includes: Pre-assessment survey

Needs Assessment

Scenario of Situation

A presentation of how to use Google Drive, Calendar, Forms, Mail and Chat will be presented to Brushton-Moira Central School K-12 faculty. By introducing Google applications to the faculty at a workshop, this will allow them to utilize these applications in their classes with students, as well as for their own professional development. Teachers seem to have an interest in this, so we want to hold voluntary workshops that these interested teachers can attend. They can learn how to use the application and ways that it can be implemented in their own classroom for both their students and themselves.

Brushton-Moira Central School District (BMCSD) is looking for ways to integrate technology into the classroom. Basic everyday tasks such as assigning homework, presenting a lesson, and grading student work can all be done with the applications Google has to offer. These services will allow faculty members to save paper by posting their assignments and handouts, as well as having students turn in written assignments online. The amount of paperwork that a teacher collects and grades can be overbearing, and having a space to collect homework and worksheets can be beneficial. Many faculty at BMCSD are interested in learning about Google and how to integrate it into their classroom, and Todd LaPage, the 7-12 principal, is on board and willing to help our group through this process.

In order to demonstrate the need for these workshops and give this training credibility, we are going to send a pre-assessment survey to all of the teachers in the Brushton-Moira school district. The survey will identify the teachers' comfort level on the subject of working with Google, and includes questions on their knowledge of using computers and the Internet, as well as their views on technology in the classroom. This will allow our team to see the current skills of the BMCSD faculty, and revise any instruction if necessary. A copy of this survey can be found at the end of this section.

Innovation Model

Many educators start off the school year with some new idea that they will implement in their classes. However, they are given minimal technology training on how to do so. The school has common software (SchoolTool) that the teachers use for attendance, grading, seating charts, etc., as well as a file sharing service that teachers can upload files to. Yet when a teacher wants to implement a new technological piece into their classroom, the resources and/or training is limited.

Applying new technology can allow faculty members to connect with their students. However, there are little to no opportunities available for faculty to attend workshops that demonstrate how to use programs like Google Drive and Google Mail in a positive way for their classrooms. The innovation of a Google Applications workshop will provide faculty at BMCSD with an overview of how the applications work, and ways they can be utilized in the classroom. This will make the teachers' lives easier and give them a chance to practice the technology, as opposed to just being expected to know how to use it and implement it in their classroom.

The lack of the use of technology in the classroom is an ongoing problem in the school. Most faculty and staff have access to physical technology such as computers and SMARTboards but do not utilize the software in a way that is engaging and useful for the students. The administration suggests that the staff integrates the use of online learning,

digital lessons, and online communication. However, they offer few opportunities for this on superintendent conference days for staff to learn about these programs. Many faculty members would benefit from a workshop that explains how to properly use technology (in our case, Google applications) in an effective way. This will allow them to use these applications to connect with the students and get them excited about completing and turning in work. It will also help the teachers stay more organized in their classroom when scheduling events, taking attendance, and grading.

Implementing these applications and applying them to the classroom will not only give faculty a chance to develop technical skills; it will make the classroom more relatable and engaging for all types of students. Using technology can help to foster all of the different learning styles a classroom can contain, and make lessons more differentiated. Technology (specifically Google) can also bring learning outside the walls of the school, and give both students and teachers access to assignments and lessons from the comfort of their own home, a library, or any place with Internet access.

There are a wide array of things that teachers can do with Google applications. Faculty can create class lists and keep attendance using Google Docs. They can create Google hangouts for teachers in their 'team' or discipline, as well as have specified hangout time to help students with homework or answer their questions. Teachers can get to know their students and even parents by sending them surveys through Google Forms. Teachers can access Youtube from their Google account, where they can upload videos that either they have done (as a tutorial) or their students have done (as a video project). Students can turn in homework or work on a group project via Google Drive, and teachers can then grade them at home on their own personal computer.

A universal application such as Google also makes it easier for new teachers and new students to understand the interface that the school is using for submitting work, taking attendance, sending email, grading, and other tasks, as opposed to having a new type of software every year. Constantly changing software for educational tasks annually can be confusing for both new and veteran educators. Some universities and schools even use Google for their primary software and email, which saves the school some money because these applications are free to use.

Goals and Objectives of the Innovation

The main objective of the workshop is to introduce the idea of using Google applications as a means of organization, classroom management, student involvement, and communication between students, teachers and even parents.

Instructional Goals

- Learners will be able to create a Google account and be able to gain access to Google Applications.
  - o Learners will go to gmail.com and click "create an account" and follow the instructions on the screen to complete the task.
  - o Learners will be able to click on the "log in" screen, type their username and password, and be able to gain access to the applications Google offers.

- Learners will be able a have basic knowledge of Google Calendar and how to use it
  - o Learners will access Google Calendar and create events
  - o Learners will be able to personalize the events by using colors and descriptions

- Learners will have a general working knowledge at an intermediate level using Google Drive.
  - Learners will be able to create a 'Google Doc' that they can use as a word document.
  - Learners will be able to upload files from applications such as MSWord, Excel, etc.
  - Learners will be able to take that sheet that they uploaded and be able to share that file with parents, students, or colleagues, as well as provide editing privileges as they see fit.

- Learners will have a basic understanding of what a Google Form is and how to create one
  - Learners will complete an example Google Forms survey and then create their own
  - Learners will personalize their survey by having multiple types of questions, as well as a theme. They will be able to send the survey when done

- Learners will be able to use Gmail and Chat at a beginning level to communicate with colleagues, parents, and students.
  - Learners will compose an email with content of their choice and be able to send the message to a colleague's Gmail.
  - Learners will create a chat hangout with 2 or more colleagues within the workshop.

SKILLS BEING TAUGHT
Basic terminology of Google (drive, files, folders, etc.)
How to create a Google 'Hangout'/Circle/Chat
How to communicate with others on Google Chat
How to send an email through Google Mail
How to create a Google Form with various types of questions and a color theme
How to create a Google document and upload it to Google Drive
How to give sharing and editing privileges on Google Docs to other Google users
How to send a form for others to edit in Google Drive
How to upload a file from Microsoft Word, Excel or Powerpoint onto Google Drive

How to create an event in Google Calendar
How to personalize events in Google Calendar by adding location, description, guests and color
SUBORDINATE SKILLS
General knowledge of the Internet (search engines, putting a website in the taskbar, how to work video players, etc.)
Basic computer skills (how to turn on/off, using a mouse, using a keyboard, etc.)

Pre-assessment (Google survey for teachers)

What grade do you teach? *

Mark only one oval.

- ☐ Early Elementary (K-2)

- ☐ Elementary (3-6)

- ☐ Middle School (7 & 8)

- ☐ High school underclassmen (9 & 10)

- ☐ High school upperclassmen (11 & 12)

- ☐ Other

What is your age? *

☐

How comfortable are you working with technology, specifically Internet applications (social media, Google, Dropbox, etc.)? *

Mark only one oval.

	1	2	3	4	5	
not very comfortable	○	○	○	○	○	very comfortable

What online applications do you currently use for personal development and recreation? *

Check all that apply.

- ☐ Google applications

- ☐ Dropbox

- ☐ Social media (Facebook, Twitter, Instagram, etc.)

- ☐ Yahoo

- ☐ General email provider (Hotmail, Live, etc.)

- ☐ Other: ☐

What technology do you currently implement in the classroom? *

Check all that apply.

- ☐ Microsoft applications (Powerpoint, MSword, Excel, etc.)

- ☐ Internet applications (Google, Dropbox, Facebook, etc.)

- ☐ SMARTboard

- ☐ Apple Devices (iPads, iPods, etc.)

- ☐ Other: [   ]

Why do you think that technology is not used as much in the classroom? *
Check all that apply.

- ☐ Lack of funding

- ☐ Too many students

- ☐ I am unsure of how to use it

- ☐ Takes too much time

- ☐ Other: [   ]

What do you wish you had help with in your classroom? *
Check all that apply.

- ☐ Communicating with students outside of class

- ☐ Communicating with parents

- ☐ Communicating with colleagues/setting up meetings

- ☐ Organizing grades

- ☐ Collecting student work

- ☐ Classroom management

- ☐ Organizing lessons/worksheets

- ☐ Other: [   ]

When we say 'Google', what do you envision? *

Submit

Never submit passwords through Google Forms.

Screen reader support enabled.

Part 2:

Learner Analysis

<u>Learner Analysis</u>

The purpose of the training is to give teachers technological support that they can utilize in their classroom. Applications such as Google Drive, Mail and Chat will make tasks that a teacher must do easier, more efficient and hopefully more convenient. It is important to know about the types of teachers that we are working with, because education and teaching have changed drastically over the years, with programs such as No Child Left Behind and the Common Core being implemented. Knowing the population of teachers that we are working with will help us facilitate our instruction to help the teachers understand the benefits of Google.

I. **Cognitive Characteristics**
A. General Characteristic

a. The teachers at Brushton-Moira Central School District (BMCSD) are NYS certified teachers, meaning that they possess at least a bachelor's degree to teach. Many have a master's in education, or are currently in the process of obtaining one to receive their permanent teaching certificate.
b. Teachers at BMCSD teach from kindergarten to twelfth grade, and all grades are located in one building. In total, there are around 77 K-12 teachers in the entire district. The average class size is roughly about 20 students.
c. The teachers vary in their experience and years teaching. As is the case with many schools, the age in which teachers started their teaching career is different for all. Some teachers are just starting their first year; others have decades of teaching experience (some even before technology was introduced to the classroom).
d. Teachers also vary in their teaching styles, classroom management, and daily procedures. While some teachers may use an authoritarian teaching style, others may value skills such as cooperative learning, kinesthetic learning, and student-focused learning.

B. Specific Prior Knowledge

a. In their college education, teachers have been instructed on skills such as classroom management, working with special needs, lesson planning, and utilizing Common Core.
b. Teachers also receive professional development through BMCSD, which has 6 days of teacher development. During this time, teachers learn differentiated instruction, classroom management , APPR (Annual Professional Performance Review) and have time to work on their Student Learning Objectives, or SLOs.
c. Due to the rise in technology, many teachers are familiar with how to use it. Most teachers have some experience with technology, as well as a personal device that they can use for both work and recreation. This may come in the form of a desktop computer, a laptop, a smartphone, or tablet. This allows teachers not only to do professional tasks such as grade, lesson plan, take attendance, but also to browse social media, or connect with friends and family outside of the classroom.

II. **Social Characteristics**
A. Relationship to Fellow Faculty Members
a. All K-12 teachers at Brushton-Moira work under the same roof, and spaces such as lounges and copiers are shared. Faculty meetings are separated into K-6 (once a month)

and 7-12 (first Monday of the month). Although there are some interdisciplinary lessons taught throughout different departments, faculty members seem to stick with members of their department and/or grade. Our hope is that these workshops will allow for teachers to see each other outside of just their grade and allow for more collaboration and communication.

      B. Relationship to Students

a.   Since the student population of BMCSD is relatively small (around 60 students per graduating class), there is opportunity for one-on-one interaction between teachers and students.Students that attend Brushton-Moira are part of a rural farming community. Student behavior in school is fairly good. There are sports, clubs, and organizations available to students that are advised and coached by teachers in the district. The majority of the student body is respectful and well behaved. Some students have disrespect and behavioral issues, but these issues are usually addressed in an efficient and effective manner.

      C. Relationship to Authority (principal, superintendent)

a.   The principals of BMCSD are Dean Yando (K-6) and Todd LaPage (7-12). The superintendent of the district is Donna André. Todd LaPage was the CSE chairperson last year and is now the 7-12 principal. The three administrators are involved in observing in the classroom and handling discipline issues. Students are well aware of who their administrators are and know how to behave around them.

      D. Relationship to community

a.   Since BMCSD is such a small school, it is very community oriented. Parents/guardians are very involved and have a good relationship with the teachers of their children. They are well informed on any academic or behavioral concerns that their child might be having in school. Communication with families is done via Open Houses in the beginning of the school year, as well as quarterly parent-teacher conferences.

  III.   **Physiological Characteristics**

A.   The ages of the educators at BMCSD range from teachers fresh out of college to those close to retirement age. There is a wide background of education and experiences, as well as teaching styles. Some teachers choose to have a very traditional classroom (desks and chairs in standard rows), whereas others may take on a more modern set-up. Some teachers will use an authoritative style in the classroom, while others may have a laissez-faire approach to teaching. This varies from teacher to teacher, based on their education and past experiences they have had.

  IV.   **Affective Characteristics**

      A.   InterestsTeachers have a wide variety of interests, being that some of them teach different subjects, especially in the middle/high school ages.

B. Motivation & Attitude Towards Learning

      a.   Since many teachers may have technology that they use at home, some of them may feel like they already know how to use a computer/the Internet, and specifically, an application like Google (most teachers are familiar with Google and its search capabilities, but are unfamiliar with the other resources Google provides.)

b.   Some teachers (specifically those that are older/have more teaching experience) may be reluctant to try technology, when they have been using the same resources for many years. For example, a teacher who has used a physical gradebook or attendance sheet year after year may be hesitant to try something new.

c.   The implementation of the Common Core may also turn teachers away from using Google. The structuring of the Common Core and the amount of time that it takes may make teachers feel overwhelmed, and they might see adding one more application onto their plate as a waste of time or a bad idea. We are hoping to let teachers know that using Google as an organizational tool would help them better organize materials that they need to present for APPR. The teachers could organize all of their attendance and assessments in one place, which would be good to present to principals and superintendents when it comes time to evaluate performance.

V. Access to Resources
A. Time

a.   Teachers are given a few days of professional development before the school year starts to prepare their classroom, lesson plan and understand the policies and resources that the school offers.

b.   Teachers are required to be at the school at 7:30 AM and have 'before school' time until 8:30. Students are welcome to come (via pass permission) at 8 to receive extra help. Teachers can also use this time to collaborate, plan, do extra work and hold meetings. This is also when some extracurricular clubs for students meet, such as Spanish Club.

c.   Throughout the school year, teachers are given one and a half hours of planning periods a day where they can do tasks such as grade, plan, create assignments, etc.

d.   Most teachers also work outside of the classroom. They may bring assignments to grade home or create lesson plans at their own personal computer after school hours. They are not paid overtime for this, but it may prevent from staying late at the school or scrambling work together early in the morning.

B. Budget

a.   According to the BMCSD 2010 Technology Plan, the district allocated around $85,000 for hardware and software ($64,815 for hardware and $21,036 for software). The 2014-2015 BMCSD budget allowed for new computers for the Elementary & High School libraries, as well as opportunities for distance learning. Each individual teacher's budget varies a little bit due to the to content they teach. The technology teachers have a budget of $4,000 per year to purchase materials equipment and supplies for the shops.

C. Equipment

a.   Each classroom is equipped with a SMART board and one teacher computer. There are 2 computer labs available to teachers and students to use as well as a computer lab in the technology classroom for drawing purposes. All the software and computers throughout the building were replaced last year.

b.   On the BMCSD website is an Elementary Library Media Center, which gives access to books, news, library hours and web links. The link is http://bme.fehb.org/bin/home.

D. Personnel

a.   The person responsible for technology support at BMCSD is Ming Chen. Ming is responsible for all the tech support, equipment set up, and troubleshooting throughout the school.

Part 3:

Context Analysis

Context Analysis

What is Being Taught

Teachers will learn the basics of Google, including setting up an account, Google Calendar, Google Forms, Google Mail, Google Drive, and Google Chat from a technology coach familiar with these applications. They will watch videos on each of these applications, then create a product (an account, a calendar, a survey, a collection folder, or a chat circle) to evaluate their skills. Our hope is that teachers will take these skills back to their classroom and use the applications for tasks such as grading, having students turn in work, etc. They will be able to conveniently use Google both in school and from the comfort of their own home. In order to assess the necessity of these workshops, we have a pre-assessment survey that will be sent to all 77 teachers at BMCSD. The survey includes questions on their comfort level on using computers, the Internet, and Google, as well as their views on technology in the classroom.

In order to maximize the efficiency of this training, we are going to break the workshop into 5 different sessions: setting up a Google account/using Google Calendar (Session 1), using Google Drive (Session 2), using Google Forms (Session 3), using Google Mail/Google Chat (Session 4), along with a final debriefing and evaluation session at the end (Session 5). Each session will be every Wednesday beginning in January, and will hopefully attract teachers that are interested in that specific topic. We can really do the training any time, but we are thinking in January (after the 2nd quarter so teachers can start implementing Google and testing it midyear). If this is not possible, other possibilities are early June (so teachers have time to practice over the summer and implement it into lesson plans), or late August (before the school year begins during professional development days).

Parameters/Limitations

Some of the limitations that we may face are:
- Motivation/attitude from teachers (they may not want to give up their before school time)
- Computers (if too many teachers show up, we may not have enough computers to have one per teacher)
- Technological difficulties (Internet may not work, computers may malfunction, etc.)
- Time restrictions (we are not sure if 60 minutes will be enough time to effectively cover each application)
- By breaking it up into sessions, we may lose teachers along the way (their loss of interest in one session may turn them off from going to future sessions)

Social Aspects

We would like to have input from teachers who have successfully used these applications in the classroom. By having colleagues share their positive experiences with the learners it will help engage them and see how to relate these applications to real teaching experiences. These testimonies could be before the training if we have teachers that have already used these applications, or afterwards, once teachers have gone through the training and can state that they are using what they have learned in their classroom.

During the training, teachers will be supervised by a technology coach who is comfortable working with Google. As teachers go through the module, if they have questions or concerns, they can ask the technology coach to help them out. However, they will mostly be working independently. Interaction should be pretty minimal - although peer help and teaching will not be discouraged.

We are also looking to get donuts and coffee from Tim Horton's as an incentive for the teachers.This will be a way to thank them for their time and perhaps create some sort of socialization, as food always seems to bring people together. We will need to look into getting a small budget to see if this is possible.

Supervisor Support

The 7th through 12th principal Todd LaPage is on board with providing faculty with training necessary to successfully utilize technology and Google applications in the classroom. Other principals from surrounding districts have supported this training and have evidence of higher state test scores due to the technology in the classroom. Our hope is that Mr. LaPage is going to offer an incentive (such as an early out) to faculty who not only attend the workshops, but also prove that they have implemented the technology into their classroom. Teachers and administrators seem very interested in getting technology (specifically Google) into their classrooms. For example, a math teacher at Brushton-Moira is interested in using Google Forms to get submissions for 'Student of the Month', in which teachers have one consistent place that they can submit students that they think would qualify for the award on a monthly basis.

Relevance of Skills to Workplace

We would like to show teachers first hand accounts from other schools (videos/blogs of other teachers who use Google in their classroom, videos about the benefits of technology, etc.). This could be done by setting up a hangout with an administrator who has used Google in their school that can state the benefits of using the application, such as more organized teachers and students, and better test scores. Having a hangout can also give us credibility to our workshops because we are using Google to communicate. In order to do this, we will need to see if there are any local administrators willing to do this.

We would also like to remind teachers of the benefits of using Google at each session (accessible from their own home, can share with other teachers, students are familiar with it, everything is one place, etc.). We will also show how using Google can benefit them with implementing Common Core and APPR. It is important that teachers have a lot of hands-on experience when working with these applications. They will have a lot on their plates (emails, grading, etc.) and will be tempted to do those things when in front of a computer. Therefore, it is essential that they are doing and producing something to keep them on task.

Nature/Number of Sites

In order to make the training as relevant as possible, we are going to keep it inside of the school, preferably inside of a classroom, lab, or library where teachers spend time with their students. Ultimately, we would like to have it in a place such as a computer lab or library with multiple computers, so that there can be one computer per teacher. We are lucky that one of our group members, John, has a computer lab next to his technology area of the school that we are able to use if needed.

The computers at Brushton-Moira are Dell computers that were recently installed in the school. They require the teacher to use their login information that they receive through Brushton-Moira Central School District. They have Microsoft Office 2013 with applications such as Word, Powerpoint, and Excel. We will also allow teachers to bring their own laptop if WiFi is available at the school.

In terms of timing, we currently would like to have the training broken up into 5 modules: 1 day for setting up a Google account/Google Calendar, 1 day for Google Drive, 1 day for Google Forms, 1 day for Gmail/Google Chat and a final debriefing session. Each session will be around 60 minutes. It will include an instructional video and then time for teachers to produce a product to show their mastery of the application and evaluate that they are comfortable using it. We would like to have it during the teachers "before school" period when teachers are required to be at the school via BMCSD policy. Before school time runs from 7:30-8:30 AM for teachers and 8-8:30 for students. Students need a pass from a teacher to attend the morning work sessions. This time is for teachers to plan and collaborate with their department, as well for students to come in for extra help or get caught up. Wednesdays are usually faculty meetings, which is why we want to have sessions occur on Wednesdays (so no time is taken away from helping students). We will talk to administrators running the faculty meetings to ensure that we are not taking teachers away from any important faculty meetings, and that any necessary information that they may miss is given to them as soon as possible. If there is demand for more sessions or having them at a different time, we could possibly offer them during the teachers' lunch period or after school. For each session, we would like to provide some kind of food and beverages.

Teachers would come to sessions that they feel would be relevant for their teaching experience. For example, if a teacher already has a Google account, they would not need to come to that session. We are hoping to provide an incentive for teachers that come to 4 out of the 5 sessions (with the evaluation session being mandatory). After attending the sessions, they will need to show proof that they have used these skills, by showing a way that they have implemented this technology in their classroom or mentoring a teacher that could not attend. We will talk to administrators to see if this is possible. We would like to give the teachers some sort of monetary incentive, perhaps in the form of extra money on their paycheck, an extra vacation day, or an 'early out' (ability to leave early).

Compatibility of Sites

These sites are compatible for the teachers because they work in them with their students. The sites have working Internet in which teachers can watch videos and access Google. The computers within the sites have updated Microsoft Office so learners can create lesson plans, assignments, or assessments and be able to upload and share them via Google Drive. There is sound and video capabilities on all of the computers.

Conclusion

As a whole, the BMCSD technology mission statement is to "empower the educational community and enhance learning environment for all." It also states that "lifelong learners will have access to a technology rich environment which will allow them to develop their maximum potential for leading productive and fulfilling lives in a complex and changing society." We hope that by integrating Google into the teacher's curriculum, both teachers and students can have this application in their 'toolbelt' and be able to comfortably use Google both inside and outside of the classroom. Having Google will make the

teachers' lives easier (making them more available to students) and make tasks such as handing in work for students easier, creating a more learner-friendly environment. It will allow all students and faculty at BMCSD to embrace technology in this ever-changing society.

Part 4:

Task Analysis

Task Analysis

The instructional goal of our training program is to familiarize Brushton Moira Central School District teachers with common Google applications that they can utilize in their classroom.

Learning Outcomes

1. **The teachers will develop a fundamental basis of what Google is and that they can have a personal account linked with it.**

2. **The teachers will appreciate the fact that they can better manage their time, see their schedule, and view upcoming events/meetings with Google Calendar.**

3. **Teachers will have a basic understanding of creating, uploading, and sharing files in Google Drive.**

4. **The teachers will understand what a Google Form is and how to create one.**

5. **The teachers will have basic knowledge of Google Mail, Google Chat, and that there are other applications available through Google.**

1. *The teachers will develop a fundamental basis of what Google is and that they can have a personal account linked with it.*

   1.1: Given access to the Internet and an instructional video on how to set up a Google account, the teachers will create a new account by inputting personal information (name, gender, birthday, etc.).
   > 1.1a: The teachers will create a Google username and password that is unique to only them, making their Google account more personable and private, as well as understand the terms and conditions in order to officially create an account through Google.

2. *Teachers will appreciate the fact that they can better manage their time, see their schedule, and view upcoming events/meetings with Google calendar.*

   2.1: Given the Internet and an instructional video on Google Calendar, the teachers will create a schedule of events at school. This will show where they are and what they are doing during an average school week. They can do this by:
   > 2.1a clicking on the calendar and highlighting the specific timeframe,
   > 2.1b providing details about the event such as the location
   > 2.1c providing a description of the event
   > 2.1d listing the guests attending
   > 2.1e differentiating events by color

3. *Teachers will have a basic understanding of creating, uploading, and sharing files in Google Drive.*

   3.1: Given access to their files on their own computer, the teachers will be able to upload files from their computer to Google Drive.

   3.2 Given access to Google Drive, teachers create their own document in Google using documents, sheets, and presentations that they will show and store in Google Drive.

   3.3: Given a few files in Google Drive, the teachers will organize Google Drive into folders in order to separate different documents for different events/purposes in order to show a drive that is neat and organized.
   > 3.3a They will be presented with what constitutes a neat and organized folder (by class section, time period, etc.) by the instructors, which they in turn will create themselves.

   3.4: Given files that they would want others to simultaneously edit and see, the teachers will share their files with other users in order to give them viewing and editing privileges

4. *The teachers will understand what a Google Form is and how to create one.*

   4.1: Given Internet access and an instructional video on the Google Forms application, the teachers will use the various types of questions that are available through the application to design a survey or quiz on an appropriate topic of their choosing for a specific age group

4.2: Given their completed survey, the teachers will personalize the survey by
      4.2a giving it specific colors, themes, etc.
      4.2b creating a survey or quiz that looks professional and organized

4.3: Given a completed survey that they wish to send to others, the teachers will be able to send the link to the people that they want to take the survey or quiz in a professional manner

4.4: Given a number of responses to a Google Form, the teachers will be able to access the responses and see how people answered the questions on their Form.

5.   The teachers will have basic knowledge of Google Mail, Google Chat, and that there are other applications available through Google.

5.1: Given Internet access and an instructional video on Google Mail, the teachers will log into Google Mail and be able to send e-mails, as well as organize mail that they have received into folders

5.2: Given an instructional video on how to use Google Chat, the teachers will be able to locate their contacts and start a conversation between themselves and their classmates using the chat room

5.3: Given some more examples from the technology coaches, the teachers will know where to find out more about Google's resources and have sites that they can go to further expand their knowledge of these services

Part 5:

Learning Assessment

Includes: Mock attendance sheet and checklist of tasks (both done in Google Sheets)

Objective	Strategy	Assessment (checklist that tech coach will have)
Creating a Google Account		
Teachers will create a new account by inputting personal information (name, gender, birthday, etc.).	Displaying an instructional video and having the teachers create their own Google account while the tech. coach is demonstrating the process.	Account is made and contains correct information - Name - Current email - Birthday - Gender - Mobile phone (optional) Location (country)
The teachers will create a Google username and password that is unique to only them, making their Google account more personable and private, as well as understand the terms and conditions in order to officially create an account through Google.	Demonstration from the technology coach on how to create a Google account. Then the teachers will create a username and password that they would like to have for their account. If the teachers are struggling to come up with something that has not already been used, the tech. coach can help.	Account contains: - Original Username - Secure Password that they will remember - Account is officially created
Using Google Calendar		
The teachers will create a schedule of events at school by clicking on the calendar and highlighting the specific timeframe, and provide details about the event, including the location, description, guests attending, and differentiating events by color, showing where they are and what they are doing during an average school week.	Displaying an instructional video, and demonstrating the process of creating a Google calendar. Teachers will then personalize their calendars by creating events within it.	Calendar is created and contains correct information - minimum of 5 events - timeframe - location - description - guests attending - at least 1 should be a different color to show differentiation
Using Google Drive		
The teachers will be able to upload files from their	Demonstrating how to successfully upload files in	Tech. coach observes teachers' drives and can see:

computer, as well as create their own in Google using documents, sheets, and presentations that they will show and store in Google Drive.	Google Drive. Teachers will upload their files. This will show the teachers that by doing this they will be able to access their files on any device that has internet.	- Microsoft word document uploaded in Google drive - Document created and in Google Drive
The teachers will organize Google Drive into folders in order to separate different documents for different events/purposes in order to show a drive that is neat and organized. They will be presented with what constitutes a neat and organized folder (by class section, time period, etc.) by the technology coach, which they in turn will create themselves.	Displaying an instructional video, and demonstrating the process of creating folders in Google Drive. The technology coach will then demonstrate this process as the teachers follow along to then create folders to organize their files.	The technology coach observes teachers' drives and can see: - Drive contains at least 3 different folders - Folders are sectioned by class section, time period, or another criteria that suits the teachers needs
The teachers will share their files with other users in order to give them viewing and editing privileges.	Demonstrating how to share files from Google Drive. Teachers will share files with colleagues in the room. This will show which teachers understand this process and which do not. Teachers can get assistance from one another or from the technology coach.	File is shared with the universal technology coach email (tech. coach receives confirmation email)
Using Google Forms		
The teachers will use the various types of questions that are available through the application and design a survey or quiz on an appropriate topic of their choosing for a specific age group.	Displaying an instructional video, and demonstrating the process of creating a survey in Google Forms. The teachers will then create their own survey on something that is relevant that they can utilize.	Survey is created and is: -minimum 8 questions -uses 2 different types of questions - appropriate survey based on content - meets specific age group
The teachers will personalize	Demonstrating to the	- Survey is not just blank

the survey and give it specific colors, themes, etc. to create a survey or quiz that looks professional and organized.	teachers where these designs are available in the survey application on Google Forms.	template (contains colored template pre-done through Google) - Survey is organized and clear
The teachers will be able to send to the link to the people that they want to take the survey or quiz in a professional manner.	Demonstrating how to send a survey. Once survey is constructed teachers will be shown how to make a survey public and what they can do to receive the most responses.	Survey link sent to technology coach - Technology coach takes survey as a test, determining if it makes sense and looks professional. Survey should contain no grammatical errors
Using Google Mail, Chat, & misc.		
The teachers will log into Google Mail and be able to send an e-mails, as well as organize mail that they have received into folders.	Displaying an instructional video on Google Mail, sending e-mail and organizing mail.	An email through Google mail is sent to the universal technology coach email. Observe teachers email account, should have a minimum of 2 folders in their mail that they can separate received mail into
The teachers will be able to locate their contacts and start a conversation between themselves and their classmates using the chat room.	Invite teachers to join a Google Chat and conduct a Q and A on the training via google chat room.	- Teacher's username is present in the chat room - Teacher asks at least one question in the chat room
The teachers will know where to find out more about Google's resources and have sites that they can go to further expand their knowledge of these services.	Referencing instructional videos at end of the workshop to assist the teachers, and for them to utilize their new skills in the future.	- Creation of a 'cheat sheet' of all instruction videos that they can share with other teachers
The teachers will assess everything they have learned in a pyramid review game	To play the game: Write a number from 1 to 6 on six index cards and a word related to your topic on the other side. In our case, for "Google," label each card with a different	Teachers will be able to relate key words to each Google application (for example, file sharing for Google Drive, surveys for Google forms, etc.) and be able to use common

	application (Drive, Mail, Chat, Calendar, Forms, Sites, Earth, etc.). Sequence the cards to form a pyramid. Pair up the teachers and assign three pairs to a team. Have the first pair on Team 1 select a card by number. Then one player reads the card silently and gives his or her partner clues about the word or phrase. If the partner answers correctly in three or fewer tries, the team earns one point. If not, the correct answer is revealed and no point is earned. Then the first pair on Team 2 takes a turn. Teams take turns, with a different pair giving clues and answers until all cards have been used.	vocabulary between their peers for each application.
The teachers will be able to incorporate Google into a lesson that they have previously learned in the past	Teachers will have a round-table discussion, sharing the lessons that they have done in the past and how they now can use Google in them	The technology coach will collect a copy of each lesson from each teacher and make sure that it meets the following criteria: -Does the lesson include a Google application? -Is using a Google application appropriate for this lesson? -Does the teacher explain how using Google will make the lesson more efficient and effective?

We have created multiple checklists in Google Sheets in order to track both the attendance progress of each teacher (see our example provided) at every session. There is one sheet for attendance at each session, and another for making sure teachers complete all tasks (broken up by session). This will allow the technology coach to track each teachers' process at all of the sessions and make sure he/she is completing the necessary criteria. This will

also all be done in Google in order to give more credibility to our workshops. Those materials can be found at the end of this section.

At the end of the sessions, the technology coach will determine whether teachers completed all the criteria to receive their 'BMCSD Google expert' certificate and incentive. In order to receive the final certificate, the teacher must have completed the following things:

_____ Attended 3 of the 4 workshops on Google applications

_____ Attended the final evaluation session

_____ Had complete checklists for all of their sessions (completed all necessary tasks)

_____ Provided a lesson that appropriately and thoroughly used Google

_____ Presented themselves professionally at all sessions attended (punctual, good attitude, good work ethic, etc.)

_____ Demonstrated skills from the workshops (proved that they have used Google in their classroom via a lesson plan or videotaped lesson, or mentoring a teacher that could not attend the sessions)

Mock Attendance Sheet

Click on sign to add text and place signature on a PDF File.

Teacher Name	Email address	Google username	Session 1: Create Account/Calenda	Session 2: Drive	Session 3: Forms	Session 4: Mail/Cha	Session 5: Debrief
Peter Pan	nevergrowup@hotmail.com	ilovetinkerbell11	X		X	X	X
Snow White	badapple@yahoo.com	sevendwarves77	X		X		X
Mickey Mouse	mouseears123@yahoo.com	disneyrules65	X	X		X	X
Christopher Robin	100acrewood@live.com	bffpoohbear123		X	X	X	X
John Lennon	lovethebeatles@hotmail.co	givepeaceachance	X	X	X	X	X
Barack Obama	president@yahoo.com	obamacare24		X	X		X

Checklist for instructor

This will allow the instructor to make sure each teacher is doing all of the necessary components for each session

Session 1: Create a Google account and Google Calendar

Teacher name	Gmail username	Account contains all info	Username and password created	At least 5 events on calendar	Date/time shown	Title	Location	Description	Guest	Color
Peter Pan	ilovetinkerbell11	X	X	X	X	X	X	X	X	X
Snow White	sevendwarves77	X	X	X	X	X	X	X	X	X
Mickey Mouse	disneyrules65	X	X	X	X	X	X	X	X	X
Christopher Robin	bffpoohbear123	X	X	X	X	X	X	X	X	X
John Lennon	givepeaceachance	X	X	X	X	X	X	X	X	X
Barack Obama	obamacare24	X	X	X	X	X	X	X	X	X

Session 2: Using Google Drive

Teacher name	Gmail username	One file uploaded	Lesson plan in docs	Doc shared	3 folders
Peter Pan	ilovetinkerbell11	X	X	X	X
Snow White	sevendwarves77	X	X	X	X
Mickey Mouse	disneyrules65	X	X	X	X
Christopher Robin	bffpoohbear123	X	X	X	X
John Lennon	givepeaceachance	X	X	X	X
Barack Obama	obamacare24	X	X	X	X

Session 3: Working with Google Forms

Teacher name	Gmail username	Survey has 8 questions	2 different question types	Color/theme	Professional & organized	Survey link sent
Peter Pan	ilovetinkerbell11	X	X	X	X	X
Snow White	sevendwarves77	X	X	X	X	X
Mickey Mouse	disneyrules65	X	X	X	X	X
Christopher Robin	bffpoohbear123	X	X	X	X	X
John Lennon	givepeaceachanc	X	X	X	X	X
Barack Obama	obamacare24	X	X	X	X	X

Session 4: Working with Google Mail & Google Chat

Teacher name	Gmail username	Email sent	2 folders	Message sent
Peter Pan	ilovetinkerbell11	X	X	X
Snow White	sevendwarves77	X	X	X
Mickey Mouse	disneyrules65	X	X	X
Christopher Robin	bffpoohbear123	X	X	X
John Lennon	givepeaceachanc	X	X	X
Barack Obama	obamacare24	X	X	X

Part 6:

Instructional Strategies

Instructional Strategies

Technology coaches/instructors: Autumn Carey, Sam DiPietro, John Root

Date and time of lesson: January 7th, 2015 7:30 - 8:30 AM

Learners: K-12 teachers at BMCSD who are choosing to go to learn about Google technology.

Topic of study: Using Google applications

Pre-requisite knowledge/skills: Teachers will need to have basic computer skills, such as typing, and using the Internet (how to get on the Internet, type in a website, etc.)

Time allotment: 60 minutes

Objective: The first part of this lesson will cover objective 1, stating that "the teachers will develop a fundamental basis of what Google is and that they can have a personal account linked with it."

Purpose: To teach the teachers at BMCSD about how having a Google account can benefit their teaching within lesson planning, grading, attendance, and with instructing their students. Within part 2, having the teachers learn to utilize Google Calendar which can help them with planning their lessons, and with staying on track with events or meetings occurring within the district.

Materials: Youtube video, computers for each student and the tech coach, Internet access, headphones/earbuds (1 for each teacher), wipes to sanitize headphones

Anticipatory set: Students will watch a motivational video that will introduce the purpose of the sessions. Since Google is used in many classrooms around the country, this video shows real live teachers that are currently using Google, to show relevancy to the topic and create motivation among the teachers. The video is through Google, and is live testimonies from teachers about Google and its great advantages in a classroom. The link for the video is here: https://www.youtube.com/watch?v=JUiLc0If0CI. (2 minutes)

*If possible, we would like to see if we can find an administrator who has used Google and get a first hand account (how using Google makes the classroom more organized, improves test scores, etc.) We would like to set up a Google Hangout to add credibility to our lesson. This is dependent on if administrators are available. If not, using the video above will be sufficient.

As the video is playing, the technology coach will send each teacher an email with the instructions for session 1 as an attachment.

Procedure

1. After watching the video, the coach will explain to the teachers that Google is more than a search engine, and that teachers can use Google in their own classroom for a better experience overall for both them and their students. He/she will show the teachers the place to go to setup an account. (5 minutes)
2. Teachers will log-in with their email account and open the attachment that the technology coach sent earlier. The attachment includes instructions for session 1. Paper copies will also be available if there are technological difficulties.
3. The teachers will watch the following video that shows them the proper way to input information in order to create a Google account. The video can be found here: https://www.youtube.com/watch?v=iUnv8JdxF24 (4 minutes)
4. Teachers will follow along with the video and input the proper information about themselves (name, country, date of birth, gender, etc.) that the account needs. (7 minutes)
5. Teachers will create a username and password that is unique to them. The username and password should be secure and something that the teacher will easily remember. If a teacher is struggling with creating a username/password, the coach can help. (7 minutes)

Assessment: Once an account is created, the teacher will show the coach his/her account, and the coach will check this off on the Google Sheets checklist provided. The teacher cannot continue on with any of the sessions unless they have a Google account, therefore they are prevented from moving on until these steps are complete. (4 minutes)

Closure: The technology coach will ask the teachers if there are any additional questions before moving on to the next part of the session. (1 minute)

SESSION 1 - PART 2
*This part of the lesson is on the same day as creating a Google account. The learners, materials, and prerequisite knowledge is the same

Objective: This lesson will cover objective 2, which says that "the teachers will appreciate the fact that they can better manage their time, see their schedule, and view upcoming events/meetings with Google calendar."

Anticipatory set: Teachers will already be logged into their Google account from the previous lesson. The coach will explain what the teachers will be using (Google Calendar) and how the teachers can use it in their classroom. He/she will then show them how to get to the calendar application. (2 minutes)

Procedure
1. Teachers will receive their instructions for session 2 via the same email address. The instructions will be sent as an attachment. Again, paper copies will also be available.
2. Teachers will watch an instructional video on using Google Calendar, and follow along with the different tasks instructed by the video (https://www.youtube.com/watch?v=Wn9aqqsNJMg). (11 minutes)

3. Teachers will create a calendar on their Google account that is personalized for them. They will create events by clicking and dragging along the specific day/time that they want to put an event.
Teachers will create a minimum of 5 events that they do on a weekly basis at school (for example: faculty meetings, planning periods, assemblies, field trips, conferences, etc.). (10 minutes) Each event must include the following:
    -Day and time
    -Location
    -Description of event (what it is, what they will be talking about, etc.)
    -Guests attending (other teachers, principal, parents, etc.)
    -Color differentiation (at least one event should be a different color. For example, meetings with parents could be a different color than meetings with staff.)

Assessment: Teachers will have their calendar approved by the coach, who will mark that the tasks are complete on the checklist as the teachers complete them. If the calendar has all the necessary criteria on the checklist, the teacher will receive credit for the session. (3 minutes)

Closure: The technology coach will ask the teachers if there are any last minute questions before dismissing them. (2 minutes)

ISTE Coaching Standards:
- 1.Visionary Leadership
- 3. Digital Age Learning Environments
    -3.a Model effective classroom management and collaborative learning strategies to maximize teacher and student use of digital tools and resources and access to technology-rich learning environments

    - 3.c. Coach teachers in and model use of online and blended learning, digital content, and collaborative learning networks to support and extend student learning as well as expand opportunities and choices for online professional development for teachers and administrators

    -3f. Collaborate with teachers and administrators to select and evaluate digital tools and resources that enhance teaching and learning and are compatible with the school technology infrastructure

-5. Digital Citizenship
    -5.a. Model and promote strategies for achieving equitable access to digital tools and resources and technology-related best practices for all

students and teachers

-5.c. Model and promote diversity, cultural understanding, and global awareness by using digital age communication and collaboration tools to interact locally and globally with students, peers, parents, and the larger community

-6. Content Knowledge and Professional Growth
   -a. Engage in continual learning to deepen content and pedagogical knowledge in technology integration and current and emerging technologies necessary to effectively implement the Standards.

   -b. Engage in continuous learning to deepen professional knowledge, skills, and dispositions in organizational change and leadership, project management, and adult learning to improve professional practice

SESSION 2

Technology coaches/instructors: Autumn Carey, Sam DiPietro, John Root

Date and time of lesson: January 14th, 2015 7:30 - 8:30 AM

Learners: K-12 teachers at BMCSD who are choosing to go to learn about Google technology.

Topic of study: Using Google applications

Pre-requisite knowledge/skills: Teachers will need to have basic computer skills, such as typing, and using the Internet (how to get on the Internet, type in a website, etc.). Teachers will also need to have a Google account with a username and password that they remember. They will need to know how to get to their Google account and log in.

Time allotment: 60 minutes

Purpose: To teach the teachers at BMCSD about working with Google Drive, in which teachers will learn how to upload and share files that can help with grading and group work.

Objective: This lesson will cover objective 3, which states 'teachers will have a basic understanding of creating, uploading, and sharing files in Google Drive.'

Materials needed: computers (enough for each teacher & coach), headphones/earbuds (1 for each teacher), wipes to sanitize headphones, Internet access, video

Anticipatory set
1. Teachers will need to recall where to log into their Google account and provide the username and password required to access their Google account. (2 minutes)
2. The technology coach will ask any new teachers to provide their email address and sign in.
3. The technology coach will show an introductory video on file sharing. As the video is playing, the technology coach will send the teachers an email with the instructions for session 2 attached. After the video, the groups will briefly discuss the advantages/disadvantages of having all files online. The video link is provided: https://www.youtube.com/watch?v=eRqUE6IHTE. The coach will then explain how Google Drive can be used in the classroom to make the teachers' jobs more efficient and effective. (5 minutes)

Procedure
1. Teachers will watch 2 instructional videos on Google Drive and follow along on their own account. They are welcome to pause the video and ask the coach any questions, as he/she will be moving around the room helping and facilitating. The videos are http://ansonalex.com/videos/google-docs-google-drive-tutorial-2014-video/, then http://youtu.be/ejp-MaWxgMA (25 minutes)
2. Teachers will need to do the following things to their Google Drive:
   -Upload a file from their computer to the Drive. (5 minutes)

-Create a Google document of a lesson plan that they regularly do in their classroom. (10 minutes)
-Create 3 folders in the drive to organize files (Folders should be relevant to them - class subject, period). (5 minutes)
-Share their lesson plan with the technology coach (using the email that the technology coach provides). (3 minutes)

Assessment:
The technology coach will review the teachers' Drives and be able to view if the document was shared by checking his/her email. At this time, the coach will go through the electronic checklist to make sure that teachers have fulfilled the necessary components for the lesson. (5 minutes)

Closure: The teacher will ask if there are any final questions before dismissing the teachers from the lesson. (2 minutes)

ISTE Coaching Standards:
- 1.Visionary Leadership
- 3. Digital Age Learning Environments

-3.a Model effective classroom management and collaborative learning strategies to maximize teacher and student use of digital tools and resources and access to technology-rich learning environments

- 3.c. Coach teachers in and model use of online and blended learning, digital content, and collaborative learning networks to support and extend student learning as well as expand opportunities and choices for online professional development for teachers and administrators

-3f. Collaborate with teachers and administrators to select and evaluate digital tools and resources that enhance teaching and learning and are compatible with the school technology infrastructure

-5. Digital Citizenship
-5.a. Model and promote strategies for achieving equitable access to digital tools and resources and technology-related best practices for all students and teachers

-5.c. Model and promote diversity, cultural understanding, and global awareness by using digital age communication and collaboration

tools to interact locally and globally with students, peers, parents, and the larger community

-6. Content Knowledge and Professional Growth

    -a. Engage in continual learning to deepen content and pedagogical knowledge in technology integration and current and emerging technologies necessary to effectively implement the Standards.

    -b. Engage in continuous learning to deepen professional knowledge, skills, and dispositions in organizational change and leadership, project management, and adult learning to improve professional practice

SESSION 3

Technology coaches/instructors: Autumn Carey, Sam DiPietro, John Root

Date and time of lesson: January 21st, 2015 7:30 - 8:30 AM

Learners: K-12 teachers at BMCSD who are choosing to go to learn about Google technology.

Topic of study: Using Google applications

Pre-requisite knowledge/skills: Teachers will need to have basic computer skills, such as typing, and using the Internet (how to get on the Internet, type in a website, etc.) Teachers will also need to have a Google account with a username and password that they remember. They will need to know how to get to their Google account and log in. In this session, teachers should also have a basic knowledge of email (not necessarily Gmail), as they need to send a link to an email that the technology coach provides.

Time allotment: 60 minutes

Purpose: To teach the teachers at BMCSD about Google Forms and their use in the classroom for creating surveys, getting to know students, and getting student feedback

Objective: This lesson covers our 4th objective, which is 'the teachers will understand what a Google form is and how to create one.'

Materials: Computers (1 for each teacher and technology coach), headphones (1 for each teacher), wipes to sanitize headphones, internet access, Youtube video

Anticipatory set:
1. The teachers will log into their Google accounts, using the username/password combination (2 minutes)
2. The technology coach will take attendance and ask if there are any new teachers and ask for email addresses.
3. The technology coach will show the teachers how to get to the Google Forms application (1 minute)
4. The teacher will give students a link, which is an example Google Form. It is a survey to get to know the teachers. Teachers will fill out the form with their information. The technology coach will state that because of Google Forms, they now have all the information that the teachers provided in one convenient place. This also provides the teachers with an example of what they will need to produce at the end of the lesson. As they are filling out the example form, the coach will send an email to all teachers with the instructions for session 3 attached. Paper copies will also be available (7 minutes)

Procedure
1. The teachers will watch the following instructional video (https://www.youtube.com/watch?v=5-SDku0BV2o) on using Google Forms, and

follow along on their own computer. They are welcome to pause the video and ask for help from the technology coach, as he/she will be in the room to answer questions along the way. (13 minutes)

2. Teachers will need to create a survey using the Form. They will need to create a survey for a specific age group (for example, what activities 1st graders might like to do at a Halloween party). They will input questions using the Forms application. The following criteria must be met:

-The survey should have a minimum of 8 questions

-There should be 2 different types of questions (example: multiple choice,   checkboxes, paragraph, etc.)

-The survey should have a color & theme

-The survey should be organized and professional (questions should go in correct order, no spelling/grammatical errors) (25 minutes)

Assessment

The teachers will then get a live form/link to the survey and then send it to the technology coach via the universal email. The technology coach will then take the survey as a 'tester' and ensure that the survey contains all the necessary components, and that it makes sense. He/she will also make sure that the survey has all the necessary pieces by checking them off on the electronic checklist. (10 minutes)

Closure: The coach will ask if there are any last minute questions before dismissal. (2 minutes)

ISTE Coaching Standards:
- 1.Visionary Leadership
- 3. Digital Age Learning Environments

-3.a Model effective classroom management and collaborative learning strategies to maximize teacher and student use of digital tools and resources and access to technology-rich learning environments

- 3.c. Coach teachers in and model use of online and blended learning, digital content, and collaborative learning networks to support and extend student learning as well as expand opportunities and choices for online professional development for teachers and administrators

-3f. Collaborate with teachers and administrators to select and evaluate digital tools and resources that enhance teaching and learning and are compatible with the school technology infrastructure

-5. Digital Citizenship

-5.a. Model and promote strategies for achieving

equitable access to digital tools and resources and technology-related best practices for all students and teachers

-5.c. Model and promote diversity, cultural understanding, and global awareness by using digital age communication and collaboration tools to interact locally and globally with students, peers, parents, and the larger community

-6. Content Knowledge and Professional Growth
   -a. Engage in continual learning to deepen content and pedagogical knowledge in technology integration and current and emerging technologies necessary to effectively implement the Standards.

   -b. Engage in continuous learning to deepen professional knowledge, skills, and dispositions in organizational change and leadership, project management, and adult learning to improve professional practice

Technology coaches/instructors: Autumn Carey, Sam DiPietro, John Root

Date and time of lesson: January 28th, 2015 7:30 - 8:30 AM

Learners: K-12 teachers at BMCSD who are choosing to go to learn about Google technology.

Topic of study: Using Google applications

Pre-requisite knowledge/skills: Teachers will need to have basic computer skills, such as typing, and using the Internet (how to get on the Internet, type in a website, etc.) Teachers will also need to have a Google account with a username and password that they remember. They will need to know how to get to their Google account and log in.

Time allotment: 60 minutes

Purpose: To teach the teachers at BMCSD about Google Mail, Google Chat, and beyond. It will show how Gmail and Chat can be used for the classroom for collaboration and communication between students, faculty and parents. Teachers will also be introduced to other Google apps not covered in the sessions, such as Google Sites, Earth, etc

Objective:
This session covers objective 5, stating 'the teachers will have basic knowledge of Google mail, Google Chat, and that there are other applications available through Google.'

Materials: Computers (1 for each teacher and technology coach), headphones (1 for each teacher), wipes to sanitize headphones, Internet access, Youtube video

Anticipatory set
1. Teachers will need to recall how to log into their Google account. The technology coach will then show them how to get to Google mail after they have logged in. (2 minutes)
2. The technology coach will take attendance and ask for any new teachers' email addresses.
3. The technology coach will then show the following introductory video that explains some of the benefits of using Gmail as opposed to other email providers. The video is https://www.youtube.com/watch?v=uMUQQxvroxs. As teachers are watching the video, the coach will send an email to all teachers with the instructions for session 4 attached. Paper copies will also be available. (3 minutes)

Procedure
1. The teachers will watch the following tutorial video on Google Mail and follow along on their own computer/account. They are welcome to ask the technology coach questions throughout the video, as he/she will be available to help. The link to the video is: http://ansonalex.com/videos/gmail-tutorial-beginners-2014-video/ (20 minutes)

2. Teachers will need to send an email to the universal account that the technology coach provides. They will type a quick greeting and send it. Once the technology coach checks the email and sees that the teachers understand how to send mail, they can move on. (5 minutes)
3. Teachers will also create at least 2 folders on their mail to be able to organize incoming messages they receive. They can organize it in any way they like (by classes, periods, personal/professional, etc.). (5 minutes)

Assessment
Once they have their folders, they will show their mailbox to the technology coach in order to be assessed and marked on the checklist. (5 minutes)

Closure: The coach will ask the teachers if there are any questions before moving on to the next session. (2 minutes)

SESSION 4 - PART 2
*This is a continuation of session 4, so the objective, materials, prerequisite knowledge and learners are the same.

4.   Once they have completed the two tasks for Google Mail, the teachers will watch the following video on how to use Google Chat and follow along: http://youtu.be/SZFT8ei2-Fg (6 minutes)

Assessment:
After watching the video, teachers will need to join a chat room with the technology coach and send a message, proving that they know where to locate the chat room and how to send a message. Once the technology coach gets the message, he/she will mark this on the checklist as completed. (5 minutes)

Closure: The coach will give teachers their 'out of class' assignment for the week. The teachers will need to take a lesson that they have used in the past and incorporate at least one Google application (Drive, Forms, Mail, Calendar, Chat) into the lesson. The Google application needs to be appropriate for the lesson content, and the teacher needs to be able to explain why using Google will make the lesson more effective/efficient. Teachers will be instructed to bring 2 copies of this lesson. (3 minutes)

ISTE Coaching Standards:
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- 3. Digital Age Learning Environments
      -3.a Model effective classroom management and collaborative learning strategies to maximize teacher and student use of digital tools and resources and access to technology-rich learning environments

   - 3.c. Coach teachers in and model use of online and blended learning, digital content, and collaborative learning networks to support

and extend student learning as well as expand
opportunities and choices for online professional
development for teachers and administrators

-3f. Collaborate with teachers and administrators to
select and evaluate digital tools and resources
that enhance teaching and learning and
are compatible with the school technology
infrastructure

-5. Digital Citizenship
- -5.a. Model and promote strategies for achieving
equitable access to digital tools and resources
and technology-related best practices for all
students and teachers

  -5.c. Model and promote diversity, cultural
understanding, and global awareness by using
digital age communication and collaboration
tools to interact locally and globally with students,
peers, parents, and the larger community

-6. Content Knowledge and Professional Growth
- -a. Engage in continual learning to deepen content
and pedagogical knowledge in technology
integration and current and emerging
technologies necessary to effectively implement
the Standards.

  -b. Engage in continuous learning to deepen
professional knowledge, skills, and dispositions
in organizational change and leadership, project
management, and adult learning to improve
professional practice

SESSION 5: Debriefing/Evaluation

Technology coaches/instructors: Autumn Carey, Sam DiPietro, John Root

Date and time of lesson: February 4th, 2015 7:30 - 8:30 AM

Learners: K-12 teachers at BMCSD who are choosing to go to learn about Google technology.

Topic of study: Using Google applications

Pre-requisite knowledge/skills: Teachers will need to have basic computer skills, such as typing, and using the Internet (how to get on the Internet, type in a website, etc.) Teachers will also need to have a Google account with a username and password that they remember. They will need to know how to get to their Google account and log in. The teachers will also need to recall all the Google applications they have worked with in these sessions, as well as tips and strategies that worked for them as they were learning the apps.

Time allotment: 60 minutes

Purpose: To review what the BMCSD teachers learned at their session on Google, and to evaluate the sessions as a whole for future years to come

Objective: This is an overarching review and evaluation of the instruction, therefore it touches on recollection of all 5 objectives.

Materials: Index cards, pencils/pens, paper, computers (1 for each teacher and coach), video links, survey link

Anticipatory set: The technology coach will have a discussion about Google with the teachers, letting them know that there are other apps through Google that the sessions did not cover. He/she will input the websites below into a Google Doc and share this document with the teachers. The coach will explain to them that there are other websites that they can go to in order to learn more about Google's services and further expand their knowledge of integrating Google into their classroom. At this time, the coach would go into detail how to specifically use Google in the classroom, as well as for the teachers' own professional development. Example sites are:

https://sites.google.com/site/teachertechtutorials/googleapps
http://ditchthattextbook.com/2014/02/03/20-collaborative-google-apps-activities-for-schools/
or http://k12guide.googleapps.com/pd
https://www.google.com/edu/training/tools/drive/level1.html
http://www.educatorstechnology.com/2014/08/38-ideas-to-use-google-drive-in-class.html

Teachers will be given a few minutes to see the shared document and explore the websites. (10 minutes)

Procedure:
1. The teachers will play a 'Pyramid' review game to recall the various applications of Google they worked in, and try to think of keywords that describe each application
    1. The coach will write a number from 1 to 6 on six index cards and a word related to the session on the other side. In our case, for "Google," label each card with a different application (Drive, Mail, Chat, Calendar, Forms, Sites, Earth, etc.).
    2. The coach will sequence the cards to form a pyramid on the board, with card 1 at the top, 2 and 3 in the middle, and 4, 5, and 6 at the bottom.
    3. The teachers will then pair up and be assigned to teams. The first pair on Team 1 will select a card by number.
    4. One player reads the card silently and gives his or her partner one word clues about the word or phrase. If the partner answers correctly in three or fewer tries, the team earns one point. If not, the correct answer is revealed and no point is earned.
    5. The first pair on Team 2 takes a turn after them. Teams take turns, with a different pair giving clues and answers until all cards have been used. Teams add and compare their points at the end of the game. (15 minutes overall)
2. In order to show what they have learned in all the sessions, the teachers will create a 'cheat sheet' as a group of all of the applications they have used throughout the sessions that they can post in their classroom for future reference. This will be for themselves, their students (if they want to write lessons on how to teach their students Google) and something they could give their fellow teachers/peers. The cheat sheet should include
    2.1 The name of each application
    2.2 The link to the instructional video
    2.3 Any tips/pointers that they found helpful while working with that application
    2.4 Sites discussed earlier that they will explore to further expand their knowledge of Google
    2.5 Any other additional comments and tips
Each teacher will be responsible for one application (Google Mail and Google Chat will be together). There should be 4 sections of the cheat sheet (one for each application). Once teachers are finished, they will show their sheet to the technology coach for approval. (10 minutes)

Assessment:
Teachers will take out the 'Google incorporated lesson' that they were instructed to bring last session. In a 'round table' formation, teachers will give a 1 minute 'elevator pitch' on their lesson, what they're objectives are/what they're teaching, how they incorporated Google, and why it makes the lesson more effective/efficient (10 minutes)
Closure: The coach will collect 1 copy of the lessons from the teachers, or instruct teachers to send their lesson via Gmail/Google Drive if they do not have a hard copy. He/she will also ask the teachers for any last minute questions, thank them for their time and participation, and let the teachers know that he/she is available to answer any other questions by providing his/her contact information. (5 minutes)

Evaluation: In order to evaluate the course as a whole, teachers will fill out a survey to rate the efficiency and effectiveness of the course, and if they plan to use Google applications in their classroom in upcoming years. (10 minutes)
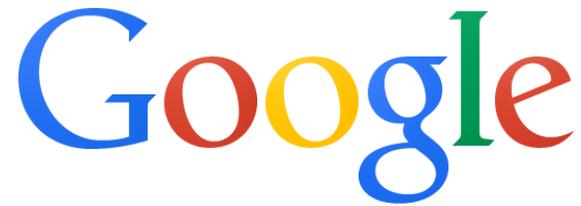
Part 7:

Instructional Materials

Includes:

- Session handouts (for all 5 sessions)
- Example of a Google form (used in session 3)
- Sign-in sheet
- Final evaluation (survey)
- Certificate of completion

Google
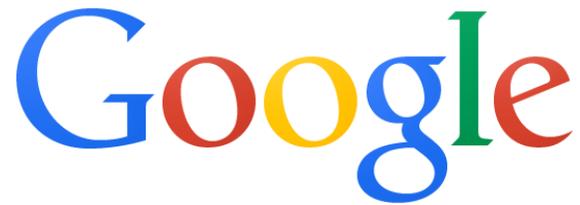
Session 1, part 1
Creating a Google account

Welcome to Session 1 of our Google teacher training! In this part of the session, you will learn how to create a Google account, which has many different features such as file sharing, email, Youtube, and more!

To create an account, follow these directions:

1. In an Internet tab, type in https://www.youtube.com/watch?v=iUnv8JdxF24 and watch the following instructional video on how to set up an account. Make sure that you store your username and password in a secure place so that you will remember them for the future!

2.   After you create your account, the technology coach will sign off on the following criteria:

a.   _____   Account contains all correct information (Name, birthday, gender, location, current email)
b.   _____   Username and password are created and stored in a familiar place

   Once your account has been approved, you may move on to Part 2.

Google

Session 1, part 2
Working with Google Calendar

In Part 2 of this session, you will work with Google Calendar, which gives you one place for all of your classes, meetings and obligations to be seen so that you don't double book yourself!

To work with the calendar, follow the instructions below:

1. If necessary, log into your Google account from Session 1, using your username and password

2. After you log in, open 2 internet tabs. In the first, type in calendar.google.com. This will be your calendar that you will work with
3. In the second tab, type in https://www.youtube.com/watch?v=Wn9aqqsNJMg. Watch the video and try to follow along

4. Working on your own calendar, put at least 5 events on your calendar that occur during the average school week (meetings, specials, class periods, conferences, etc.). Once your events are created, the technology coach will sign off that each event includes the following
a. _____ At least 5 events are on the calendar
b. _____ Date and time of each event is shown
c. _____ Each event has a title
d. _____ Each event has a location
e. _____ At least one event has a description
f. _____ At least one event has a guest invited to it
g. _____ At least one event is a different color to differentiate it
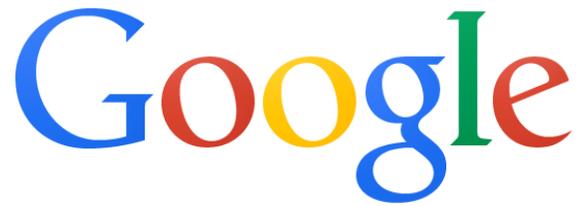
Google

Session 2

Working with Google Drive

Welcome to Session 2 of our Google teaching workshops! This workshop will specifically work with Google Drive

Directions:

1. Log into your Google account

2. Open 3 internet tabs. In the first, type in drive.google.com. This is your Google Drive that you will be working in

3. In the second and third tab, type in http://ansonalex.com/videos/google-docs-google-drive-tutorial-2014-video/ and http://youtu.be/ejp-MaWxgMA and watch the videos on working with Google Drive.

4. In your own Google Drive, complete the following tasks. The technology coach will sign off when the tasks are completed:
a. _____ One file is uploaded to Google drive
b. _____ Google document of a lesson plan is created and present in the drive
c. _____ Document is shared with the technology coach
d. _____ At least 3 folders are created in the drive for organization purposes

Google

Session 3
Working with Google Forms

Welcome to Session 3! Today we will be working with Google Forms, which is great to create surveys or ways to get to know your students or other teachers.

Directions:

1. Log into your Google account

2. Open two tabs. In the first, type forms.google.com, which is where you will create your own Google Form

3. In the second, type in https://www.youtube.com/watch?v=5-SDku0BV2o and watch the video on working with Google Forms.

4. In your own Google forms account, create a survey for the grade you teach. Create questions and options using the form. Once your form is created, the technology coach will sign off, ensuring that your form meets the following criteria
a. _____ Survey is at least 8 questions
b. _____ Survey contains at least 2 different types of questions (multiple choice, checkboxes, paragraph, etc.)
c. _____ Survey has a color/theme
d. _____Survey is professional and organized (questions go in logical, is age appropriate, contains no spelling/grammar errors)
e. _____ Survey link is sent to the technology coach in an email

Google

Session 4
**Working with Gmail and Google Chat**

Welcome to Session 4 of our Google workshop! Today you will learn about Google Mail and Chat, which can both be very useful to communicate in your classroom

Directions:

1. Log into your Google account.

2.   Open 2 internet tabs. One will contain mail.google.com, which is your own email account

3.   In the 2ⁿᵈ, type in http://youtu.be/SZFT8ei2-Fg and watch the instructional video on Google mail

4.   After the video, complete the following tasks and have them signed off by the technology coach
a.   _____Sent email is received by the technology coach
b.   _____Email account is organized into at least 2 folders

Once you have completed your Google mail steps, continue to the next few steps in order to use Google chat:

1. Watch https://www.youtube.com/watch?v=xaXeffB8kYo on how to use Google chat.
2. Join a chat room with the technology coach and send a quick 'hello'
3. Have the technology coach sign off on this task

a.   _____Message sent in chat room
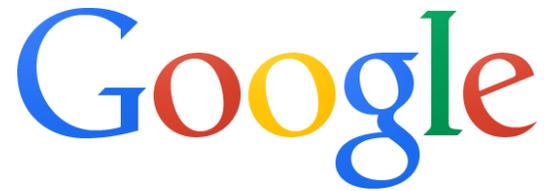
Google

Google Applications Workshop: Outside assignment

Incorporate one of the Google applications we have worked with (Mail, Calendar, Drive, Forms, Chat) into a lesson that you have done in the past. The use of Google should be appropriate to what you are teaching. At the bottom of the lesson, write 1-2 sentences as to how using Google makes your lesson more effective and efficient. Bring 2 copies of the lesson with you to the fifth (and final) session.

Google

Session 5: Cheat Sheet

Directions: Create a 'cheat sheet' of all the applications you have used in these sessions, as a reference for yourself and other teachers. You must provide the link to the instructional video, as well as any tips/pointers you found helpful while working in this application. Each person in the group is responsible for at least 1 application

Group members: _____

Google Calendar	Google Drive
Google Forms	Google Mail & Chat
Links for Further Learning:	Other Comments:

Example of a Google Form (used in Session 3)

What is your name? *

[ ]

What school do you work in? *

Mark only one oval.

- [ ] Elementary school (K-6)
- [ ] Middle school (7 & 8)
- [ ] High School (9-12)

What is your favorite color? *

Mark only one oval.

- ○ Red
- ○ Yellow
- ○ Blue
- ○ Purple
- ○ Green
- ○ Other: [ ]

What kinds of 'vacation spots' do you prefer to travel to? *

Check all that apply

Check all that apply.

- [ ] Beach
- [ ] Mountains

- ☐ City
- ☐ Countryside
- ☐ Other:

What is your favorite movie? *

What is your favorite food? *

Give one fun fact about yourself! *

Submit

Never submit passwords through Google Forms.

Google Workshop Training

Workshop Name: _____

Name	Grade/ Subject(s)	Signature	Email address

Final Evaluation (Google for the classroom)

What sessions of the workshops did you attend? *

Check all that apply.

- ☐ Session 1 (Creating a Google account & Google calendar)

- ☐ Session 2 (Working with Google Drive)

- ☐ Session 3 (Working with Google Forms)

- ☐ Session 4 (Working with Google Mail and Chat)

Were you familiar with Google applications prior to this workshop? *

Mark only one oval.

- ○ Yes

- ○ No

I feel comfortable using Google Calendar to create & schedule events.

Please rate your level of agreement with this statement

Mark only one oval.

	1	2	3	4	5	
strongly disagree	○	○	○	○	○	strongly agree

I feel comfortable using drive to create and share documents and collaborate on projects.

Please rate your level of agreement with this statement.

Mark only one oval.

	1	2	3	4	5	
strongly disagree	○	○	○	○	○	strongly agree

I feel comfortable using Google Forms to create surveys as a way to gain feedback.

Please rate your level of agreement with this statement.

Mark only one oval.

	1	2	3	4	5	
strongly disagree	○	○	○	○	○	strongly agree

I feel comfortable using Google Mail and Chat to communicate via email and group messages.

Please rate your level of agreement with this statement.

Mark only one oval.

	1	2	3	4	5	
strongly disagree	○	○	○	○	○	strongly agree

Please rate your overall comfort level using Google applications.

Mark only one oval.

	1	2	3	4	5	
Very Comfortable	○	○	○	○	○	Very uncomfortable

Will you use Google in your classroom in the future? *

Mark only one oval.

- ○ Yes
- ○ No

If yes, what will you use it for? *

Check all that apply.

- ☐ Communicating with students
- ☐ Communicating with parents

- ☐ Communicating with colleagues

- ☐ Scheduling and creating meetings

- ☐ Organizing grades

- ☐ Collecting student work

- ☐ Organizing lessons and materials

- ☐ Creating seating charts

- ☐ Other: ⬚

If more sessions were offered on other Google applications, would you consider attend them? *

Mark only one oval.

- ◯ Yes

- ◯ No

If more sessions were available, what applications would you like to learn about? *

Check all that apply.

- ☐ Google Earth

- ☐ Youtube

- ☐ Google sites

- ☐ Google for professional development

- ☐ Google slides

- ☐ Current sessions but in depth (more on Google Calendar, Drive, Mail, Forms, etc.)

- ☐ Other: ⬚

Please provide any comments you had about the workshops and their content, and ways instruction could be improved. *

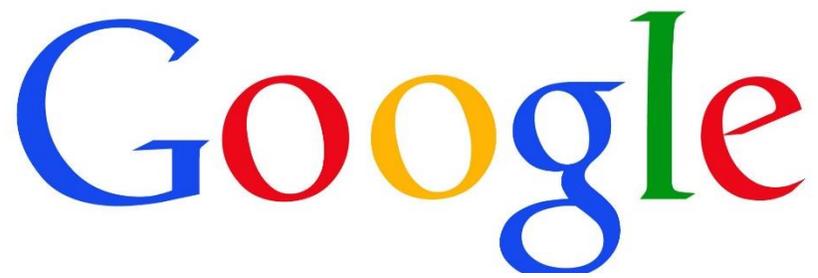**Please provide any feedback you have about the instructors, and ways that they could improve instruction. ***

Submit

Never submit passwords through Google Forms.

Screen reader support enabled.

Google

Certificate of completion

This certifies that

_____

has completed the proper training to become a Google Expert at Brushton-Moira Central School District

Congratulations! Keep spreading the knowledge!

_____

Principal signature

_____

Technology coach signature

Part 8:

Formative Evaluation

Formative Evaluation

While reflecting on our instruction, and talking to some prospective teachers and young professionals, we evaluated some changes that we would like to see while instructing how to use Google in the classroom. Here is some feedback that we received:

- **More lesson plans (one for each application)**
  Currently, we only have one culminating implementation of Google into a lesson plan. Teachers choose which application they want to incorporate into a lesson plan and present it at the final session. If possible, we could incorporate the implementation of a Google app into a lesson plan after each session. This would allow teachers to not only improve on their implementation of Google into lessons (which is one of our main objectives), but it gives them a chance to work with every Google application, as opposed to choosing just one. It is possible that we could have a 'homework assignment' at the end of each session, which requires them to implement the application they learned into a lesson they've already done in their class. They would be required to either bring the lesson with them to the next session, or email it to the universal technology coach email. We could also budget for there to be time at the end of each lesson for teachers to brainstorm and start their lesson, and ask the technology coach questions about implementing it into the lesson.
- **Having a step-by-step printout (with visuals)**
  By having step-by-step instructions, individuals could know if they are 'on the right track' in terms of working with their apps. In specific, having screenshots of what the step is supposed to look like, so the teacher does not make a mistake and then keep going.
- **More collaboration & group work**
  Each session is very independent (teachers watch a video by themselves then create the project independently). While they are encouraged to ask questions to the technology coach and neighbors, it is not required. However, having time set aside for group work would allow the teachers to collaborate and share tips & pointers while working with Google. This would have many advantages, such as having the teachers get to know each other, share ideas, and be able to peer tutor. Having these skill sets would allow them to teach other teachers that cannot attend the sessions, as well as their students.
- **Making the sessions more 'geared towards the classroom'**
  Our workshop teaches teachers on how to use Google in a basic sense. It teaches the basic technical components of the application and how to use it. It does not really dive into how to specifically use Google in the classroom or for teaching. It may be beneficial to show how to create specific classroom materials, such as seating charts, grade books, quizzes, and schedules using Google. However, this would require more time (it is more than just the 'nuts and bolts' of using the application). This goes beyond teachers just learning the basics of Google, but how to implement it and use it in their classroom, so that they can use it with their students. On top of that, the teachers will be trained well enough so that they could teach their own students how to use the Google applications in the classroom.

- **Having more quizzes, projects and presentations as a way to formally assess**
Most of our assessment is hands-on, and is graded by a simple checklist of whether or not the teacher completed the task. While this is a very practical way to assess and get teachers working with the applications, we do not know how thin the technology coach will be stretched helping people. If all of the teachers need help with a specific piece of a lesson and there is only one coach, he/she may not reach everyone, making it near impossible for everyone's checklist to be completed. Therefore, having other evaluations, such as quizzes, presentations and projects, that can still check for teachers' understanding may be beneficial, and perhaps the hands-on lessons are saved for outside of the classroom.
- **Using Google for professional development**
While the focus of most of our use of Google is for the classroom and working with students, Google can be used to help teachers search for professional development opportunities such as searching for conferences, webinars or Massive Open Online Courses (a.k.a MOOCs). This reminds teachers that they can use Google for their own professional development, as opposed to just for their students.
- **Expanding to more Google applications, such as Google sites, Google Earth & Youtube**
When choosing applications to teach in our workshop, we tried to pick ones that are commonly used and would be useful in a wide variety of classrooms, both for subjects and grade levels. However, there are many other Google applications that can be useful in the classroom that our sessions do not cover. Google sites allows teachers to build a website for their classroom and post assignments, contact information, and class schedules. Google Earth is a way for history and foreign language classrooms to help students visualize the geography and mapping trails. Youtube can be used by teachers and students; teachers can upload videos as a bellringer or tutorial and students can submit video projects instead of doing an in-class presentation. This would require more time, materials and sessions
- **Teaching about how to use Google apps on the iPad/iPod**
Many teachers have iPads or iPods in their classrooms now as opposed to computers, as iPads are less bulky and cheaper in the long run. Nowadays, students complete many tasks using iPads and iPods, such as listening to books, working with math apps, and playing learning games that align with Common Core Standards. In our case, Apple products have many Google applications that can be downloaded to the device - however, they tend to look different and work differently when on an Apple device. Showing teachers the differences between working on a computer vs. working on a mobile device may be beneficial, so that they feel comfortable working with both pieces of equipment in their classroom.
-
-
- **Having extra sessions for catch-up or new teachers**   Reteaching sessions or allowing more opportunities for different workshops would benefit teachers who missed a workshop or needed more time. This could also allow open training for the community, giving parents or older students the chance to work with Google applications.
- **Having another evaluation session (allowing teachers to share success stories)**
It would be beneficial to our team to have another session (probably a few months after the workshop) in order to give teachers a chance to share their success stories or

things they are struggling with. It gives them a chance to evaluate the workshops as well as how Google is working in their classroom (whether or not they have used it). This would allow teachers to reflect on the workshops, as well as give our team a chance to revise instruction. Struggling teachers could also possibly be paired with teachers who are excelling at the applications as part of a mentoring program.

In order to gain input of the teachers that have attended our sessions, we are going to have them fill out a survey. The survey is a mix of questions, and will overall try to gain their experiences (both positive and negative) when working with Google applications. We will ask for their feedback and any suggestions they have to make the sessions more user-friendly, more engaging and more informative. We will also see if they plan to use Google in their classroom and find out how they are going to do this.

Part 9:

Conclusion and Next Steps

Includes: Advertisement (flier & email/newsletter blurb)

Conclusion & Next Steps

In conclusion, our workshops are a basic introduction to Google applications. They teach the purpose of the application and how to work some of the 'nuts and bolts' of each application. There is also time for the teachers to practice working in these applications and produce products for evaluation.

We have various ideas in order to recruit teachers. We will start with a small incentive of coffee and donuts, as a free breakfast to the teachers for giving up the morning. We also are going to have a certificate, deeming them a BMCSD Google Expert, which is something that they can use for professional development hours. Finally, we are going to talk to Todd LaPage to see if there is an extra incentive for teachers that do receive the Google Expert certificate (this meeting is in our 'Next Steps' section below). We would discuss the possibility of offering a monetary incentive (a pay raise), an extra vacation day, or early outs for teachers that complete the workshops and receive the certificate.

We are hoping that by the end of the workshop, the teachers will have a fundamental knowledge of using Google applications such as Calendar, Drive, Forms, Mail and Chat. Our hope is that they will be able to take these skills and implement them into lessons that they already have, in order to work technology (specifically Google) into their curriculum, to make the lessons more accessible and relevant for students, as well as making their job easier. We also want the teachers to be able to take their skills and create materials for their classroom, such as seating charts, schedules, presentations and new lessons. We also want them to feel comfortable sharing their knowledge with not only their students, but also their colleagues.

A brief synopsis of our sessions is found below:

Session Name	Date	Place	Learning outcome
Session 1- Google Account/ Google Calendar	January 7th, 2015 7:30-8:30 AM	D3 Tech Computer Lab	The teachers will create a Google Account and a Google Calendar.
Session 2- Google Drive	January 14th, 2015 7:30-8:30 AM	D3 Tech Computer Lab	The teachers will upload a document, share a document and create at least 3 folders in Google Drive.
Session 3- Google Forms	January 21st, 2015 7:30-8:30 AM	D3 Tech Computer Lab	The teachers will understand how Google Forms works and they will create one.
Session 4- Google Mail/Chat	January 28th, 2015 7:30-8:30	D3 Tech Computer Lab	The teachers will send an e-mail to the instructor and they will organize their inbox into at least 2 folders.

	AM		They will also join a Google Chat with the technology coach and say a quick "hello".
Session 5-Debriefing/Evaluation	February 4th, 2015 7:30-8:30 AM	D3 Tech Computer Lab	The teachers will create a cheat sheet on each of the applications they learned. This will state how to utilize the application and how to implement the application into their own classroom.

Next steps:
In order to implement this workshop, our next steps are:
- Test the instruction on a few teachers or student teachers to look for gaps, confusion, additional wants/needs and then revise our instruction based on feedback.
- Meet with Todd LaPage to review materials, discuss logistics (dates/times, places), possible incentives, and budget.
- Determine appropriate staff/technology coaches that can review the materials and implement the instruction.
- Advertise the workshops to teachers via email, fliers, newsletters, and attending at least one staff meeting.
- Oversee instruction if at all possible and make revisions as necessary.

Are you ready to GO GOOGLE?

Learn how to use Google applications in your everyday life and in your classroom

Professional Development Workshops available to all faculty members at BMCSD

**Every Wednesday starting
January 7th through February 4th
From 7:30 am to 8:30 am**

In the D3 Tech Computer Lab

Come to one or come to all!
Each session will cover a different
Google applications including: Calendar, Drive, Forms,
Mail and Chat.

Brought to you by: Autumn Carey, Samantha DiPietro, and John Root

Email/Newsletter Blurb:

Google: More than just a search engine!

Dear BMCSD teachers,

Imagine something that could help you organize papers, allow students to hand in work, help you communicate better with faculty, students and parents, and get feedback. All of that can be done through free applications that Google offers, and we're here to help you use them!

Join us every Wednesday starting January 7th through February 4th from 7:30 - 8:30 AM for 5 professional development workshops on how to use Google applications such as Calendar, Forms, Mail, Drive and Chat. We will provide tutorials as well as hands-on experience with the applications that you can use for yourself and with your students! All sessions will take place in the D3 Tech

Computer lab. Coffee and donuts will be provided.