

Leadership Development Plan

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I. Introduction

Servite High School is a six year WCEA accredited all boys Catholic private high school. Servite's mission is:

“To form faith-filled leaders by developing the whole student – body, intellect and will. Through a process of formation, integrating a college preparatory curriculum, liturgical and service experiences, and team based activities, the Servite student is exposed to the discovery of truth which enlightens the proper use of the will.” (Servite High School, 2012)

In 2007 Servite took the initiative to begin a one to one (1 – 1) technology program with the goal of giving students the opportunity to become digital citizens while also enhancing student learning environments. Over the years the program has evolved through regular evaluation and professional development.

During the first six years freshman were excluded from the program so as to be trained on the technologies. However, during the 2013-2014 school year Servite moved to incorporate a bring your own device (BYOD) iPad program into the existing laptop program, which allowed freshman to join the movement. This newest change moves Servite from a 1 - 1 program to a two to one (2 – 1) program. Additionally, with the new BYOD iPad program students are able save on textbook and other school related fees.

To make the iPad program a success further professional development is required as the school moves to a more Google central environment. Google+™ Docs & Drives, and Google Hangouts™ can be used for collaboration, project based learning, and organization. Furthermore, very few faculty members use the many tools provided through the electronic textbook (e-book). This professional development plan is created for use over one year to further introduce faculty to the educational possibilities of the Holt HMH Fuse electronic textbook, Google+™ Docs & Drives, and Google Hangouts™.

II. Goals

Over the course of one year all Servite faculty must go through a combination of formal and self-directed professional development. The professional development will be split up into three 4 month long development units each with its own goal. The purpose of the three goals is to: coach faculty on some of the tools available through Holt HMH Fuse; to certify faculty in Google+™ Docs & Drives and Google Hangouts™; and to have faculty demonstrate the Google products for collaboration and organization. Once the three development units are complete faculty will be able to utilize the various tools in their instruction, and in their communication with students and parents/guardians.

Goal 1: Faculty will learn how to utilize the various tools already available via the online and/or application textbooks such as Holt HMH Fuse.

- ❖ With the constant evolution of technology, and educational technologies, there are many options for meeting students' individual needs. One of those possibilities is the ability to move away from hardcover textbooks in order to use electronic textbooks (e-books). Given the wide use of the Holt e-books across the curriculum goal one will specialize in the tools these e-books provides. Faculty will demonstrate the following: the self testing feature; the written and audio note taking feature; and the video tutorials for studying purposes.

Goal 2: Faculty will learn how to utilize Google tools for everyday organization, collaboration, and classroom use.

- ❖ In addition to the tools provided by e-books there are free Web 2.0 tools that make collaboration and organization simple. Google provides certification, and Google Educator™ programs, to allow anyone to become knowledgeable in the various tools Google provide. Faculty will become certified in Google+™ Docs & Drives along with another Google+™ product of the teacher's choosing. Lastly, faculty will be certified in Google Hangouts™ through a Tech Mentor run development session.

Goal 3: Faculty will learn how to demonstrate the uses of Google tools for collaboration and organization to students and parents/guardians.

- ❖ As educational leaders it is important for faculty to feel comfortable using these tools in various settings including demonstrating the possibilities to parents. So, once faculty has become certified in Google+™ Docs & Drives, and Google Hangouts™ they will be expected to utilize these resources in their classrooms through demonstrating each tool's capabilities as well as in Parent Tech Nights.

III. Learning Objectives

As the education system moves away from lecturing and towards a student centered approach using technology in the classroom is now essential for student success. Each goal is made up of two to three learning objectives with each learning objective created to ensure success of the goal. Each learning objective is formed to meet some of the needs revealed by the data received from the survey taken during the annual new school year staff development meeting. Additional objectives are formed to further the use of the new material by faculty in and out of the classroom.

Goal 1: Faculty will learn how utilize the various tools already available via the online and/or application textbooks such as Holt HMH Fuse.

1.1: Faculty will utilize and demonstrate the self testing feature in the classroom.

- One feature Holt HMH Fuse application provides is a self testing feature which can be very useful across the curriculum as the data received from the self-test is sent to the teacher affiliated with the course. This data can be used to better understand what students need to review before a new lesson, before a test, or before the beginning of a new unit after a test. Self test information is invaluable in a classroom but rarely used.

1.2: Faculty will utilize and demonstrate the written and audio note taking feature for students.

- Another feature of the application is the ability for students to take both written and audio notes through the app. These notes are available anytime, anywhere, and can even be viewed/heard through the online textbook. Faculty could have students with learning challenges take their notes this way because it's well organized and always available. Additionally, this feature is great for foreign language courses because students can record parts of lessons and hear them later.

1.3: Faculty will demonstrate how to use the video tutorials for studying purposes.

- A third feature the application has is video tutorials for each example in the textbook. Teachers should demonstrate how to use these videos as a means of review before a test or quiz, or as a means of getting ahead in a unit. Lastly, by demonstrating how to use tutorial videos students should become more comfortable seeking out other videos covering a difficult topic on sites such as YouTube[®], TeacherTube[®], and Khan Academy[®].

Goal 2: Faculty will learn how to utilize Google tools for everyday organization, collaboration, and classroom use.

2.1: Faculty will become certified in Google+[™] Docs & Drive.

- There are many tools available in the Google+[™] family which can be very usefully educationally. One of those tools is Docs & Drives, which allows faculty to create surveys, editable tables and charts, editable word documents, and much more. While Servite utilizes many of the Google+[™] tools for collaboration between faculty and staff few use it for classroom purposes and few are certified

in any of the Google+™ tools. Certification is the first step to becoming comfortable with the tool and all it is capable off.

2.2: Faculty will become familiar with Google Hangouts™.

- Google Hangouts™ is not part of the Google+™ family but it is another very important free collaborative tool Google offers. Google Hangouts™ allows for people to collaborate through video/audio/text chat and document sharing in real time. There is no certification program for Google Hangouts™ but coaching in all the capabilities of the tool will suffice.

Goal 3: Faculty will learn how to demonstrate the uses of Google tools for collaboration and organization to students and parents/guardians.

3.1: Faculty will create a lesson plan that utilizes the features of Google Hangouts™.

- Utilizing Google Hangouts™ in a lesson or project can enhance the learning experience for the students. There are different types of learning styles and lecturing is no longer enough to teach this generation. Therefore, faculty will demonstrate how Google Hangouts™ can enhance communication between students in a group, and between teachers and parents.

3.2: Faculty will demonstrate how to use Google+™ Docs & Drive to keep organized and collaborate.

- Digital Natives are all about technology so giving options for organization or collaboration beyond pencil and paper, and face to face group discussions will encourage involvement in the learning. Therefore, faculty will demonstrate to parents and students how to use Google+™ Docs & Drive to keep organized to collaborate.

IV. Learning Activities

Throughout each four month development unit faculty will be expected to complete 2 stages of learning activities. Stage one will be a 1 day more formal system of professional development lead by department Tech Mentors who have completed the program the year previous. Stage two will be self-directed with some mentoring by department chairs and with a concluding professional development meeting to share individual experiences.

During the annual 1 day new school year staff development meeting, which takes place early August, administration will introduce the plans and goals for the upcoming year including the three goals and their objectives for the year of professional development. Then all faculty and

staff will be asked to complete a survey to determine how comfortable they are with using the tools of the online textbooks, Google+™ Docs & Drives, and Google Hangout™. The data from this survey will assist Administration in the preparation of the remaining 3 development units. Additionally, faculty will be asked to complete an Individual Development Plan (IDP) similar to the one in Appendix but focusing on the areas of textbook tools, Google+™, and Google Hangouts™. The purpose of the IDP will be to assist in the self-directed aspect of the 3 development sessions on Holt HMH Fuse, Google+™, and Google Hangouts™.

Unit 1: Holt HMH Fuse Development Activities

The first 1 day professional development meeting will be held in either the end of August or beginning of September. It will be used to introduce the first goals 2 stages, objectives, activities, and evidence. Once the plans for the entire unit are discussed faculty will be broken up into 3 sessions: Introduction to the Self-Testing Feature, Introduction to How to Use the Written and Audio Notes Features, and Introduction to How to Use the Tutorial Videos. Each session will be run by one or two department Tech Mentors. The day will end with a follow up on the expectations for stage 2. Through self-directed learning faculty will be expected to completing certain tasks and show the evidence to the Department Chairs. During the beginning of next 1 day professional development meeting faculty will discuss their experiences with stage two of Unit 1.

Unit 2: Google Certification Development Requirements

The second professional development meeting will be held end of December or beginning of January. Once Goal 1 has been concluded the second goals objectives, activities, and evidence will be completely explained. Then, faculty will split into two sessions: Basic Training of Google+™ Docs & Drives, and Introduction to Google Hangouts™. Two to three department Tech Mentors will coach faculty through the Basic Google+™ Docs & Drives certification from the site <http://www.google.com/edu/training/certifications/>, and on Google Hangouts™, which will be modeled after an example on <https://sites.google.com/a/lindsey.edu/lwc-teaching-and-learning/home/workshops/using-anymeeting>. After everyone has been certified in the basics the day will end with a meeting to discuss the expectations of stage two. First, faculty will be expected to complete at least two, one being Docs & Drives, of the Google Educator™ courses located on the same page as the Certifications. Secondly, faculty will be expected to attempt to use Google Hangout™ in a collaboration setting within the department. Unit 2 will conclude during the third professional development day as faculty will provide proof of their course completion as well as a discussion about the Google Hangout™ collaboration.

Unit 3: Google™ Demonstrations Development Activities

The third professional development day will be held either end of April or beginning of May and will run very similar to the second unit. Once Unit 2 has been completed the objectives, activities and evidence for goal 3 will be explained. Faculty will then split up into sessions where Tech Mentors will demonstrate how they used the Google products for collaboration within the classroom and with parents. To close out the day the schools Educational Technology Specialist will explain the expectations of stage 2. Faculty will be expected to create lesson plans which utilize the Google tools they are certified in. During the next years beginning of the year meeting faculty will be expected to discuss their lesson in small groups which will include an Administrator who will critique the lesson.

V. Timeline

The three goals will be completed over a twelve month time frame with each goal being given 4 months for completion.

Goals	Development Units	Objectives	Evidence
Goal 1	September - December	<p>1.1: Faculty will utilize and demonstrate the self testing feature in the classroom.</p> <p>1.2: Faculty will utilize and demonstrate the written and audio note taking feature for students.</p> <p>1.3: Faculty will demonstrate how to use the video tutorials for studying purposes.</p>	<ul style="list-style-type: none"> + Completion of Professional Development for each tool. (Will take 1 day) + Write a lesson plan to demonstrate each tool. (For class and Parent Tech Night) + Share information with Department Chair. + Share experiences in next school wide development day.
Goal 2	January - April	<p>2.1: Faculty will become certified in Google+™ Docs & Drive.</p> <p>2.2: Faculty will become familiar with Google Hangouts™.</p>	<ul style="list-style-type: none"> + Print proof of Certification/Completion of training on each tool. (Will take 1 day) + Attendance records will be kept for proof of completion of the Google Hangouts™ training session. + Print proof of completion of 2 Google Educator™ courses. + Department Chairs will report on

			department use of Google Hangout™ for collaboration
Goal 3	May - August	<p>3.1: Faculty will create a lesson plan that utilizes the features of Google Hangouts™.</p> <p>3.2: Faculty will demonstrate how to use Google+™ Docs & Drive to keep organized.</p>	<p>+ Demonstration of use for both Google Hangouts™ and Docs & Drive for Parent Tech Night</p> <p>+ Lesson plan using Google Hangouts™ for collaboration between students, and parents.</p>

VI. Evaluation

Each professional development unit will have different evaluation methods. The various forms of evaluation are used to verify faculty participation and success in demonstrating the various tools each unit trains on. Faculty will be expected to provide documentation in 3 primary ways: document of the completion of each training session through whatever means provided (test, quiz, survey, etc); lesson plans utilizing the various tools; and lessons plans to assist in demonstrating proper use of the tools. In addition to these evaluations faculty will be expected to discuss their experiences during faculty and department meetings; department chairs will keep record for further evidence. The purpose of each type of evaluation is to create an environment where faculty feels comfortable using the tools both personally and professionally. Thus through weekly, or daily, integration of these tools faculty and students will, in theory, become proficient in the tool.

During the next school year students will fill out 2 surveys to see if the integration of the new tools is beneficial. This evaluation will serve to evaluate the program as a whole, and not individual faculty members. The first survey will take place at the beginning of the school year and the second survey will be given at the end of the school year. Each survey will be anonymous and nearly identical. Data will be used to develop and implement any additional training required for faculty and students.

In addition to the student surveys parents fill out two surveys about their use of technology tools for communication and involvement. The goal of the surveys is to determine if use of the tools will increase parent/guardian participation in their students learning as well as if it will positively affect teacher/parent/guardian communications. The first survey will be scale based to evaluate parents' opinions about current teacher/parent communication, and how involved they feel they are in their child's academic life. At the end of the year, the second survey will

re-evaluate these opinions and feelings. To assist in parent/guardian understanding of the tools Parent Tech Nights will be provided on various topics to help educate on the tools faculty and students are trained to use. These Parent Tech Nights will be run by faculty members as a final evaluation for the development program. The data compiled will be used to further develop Parent Tech Night and faculty professional development.

VII. Budget

Before each school year the Budgeting Committee at Servite decides how the incoming funds will be allocated to the daily running of the school, payroll, department supply funds, professional/leadership development and other funding options. The secured professional/leadership development funds are for anything which may be required for the year's professional development meetings or sessions. Before any new professional development programs can begin it must be approved by the Committee in charge of the professional development funds a year or two in advance and then by the Servite Board of Directors.

With the approval of the Board of Directors a committee can be created to begin the process of developing this particular development program. The program will require approval for two years of funding because the set up will take a year as each department's Tech Mentor will need to complete the program as they will be the presenters for the actual school wide program. For the reason that the program will be completed in house, with no outside personal being used, funding will be less than if a Google Trainer was needed to certify the faculty. The bulk of the funding needed will go into planning, and food for each of the 3 unit development days and the beginning of the year staff development day. The cost for food is roughly \$300 per day and thus \$1,200 for the four meeting days. Money saved can be used in other staff development days that occur throughout the year for unrelated development needs.

VIII. Conclusion

As a private high school Servite has had the privileged of being a leader in the field of educational technology. Every day faculty members use technological tools to build upon the traditional classroom environment. However, moving away from a teacher centered learning environment and into a student centered one has given Servite an edge against the competition. Nevertheless to stay ahead of the curve Servite must continuously evolve its Technology Program and continuously education faculty on the newest educational tools.

Over the course of a single year faculty will be given the training and resources required to be successful when using these new tools in and out of the classroom. The goals, objectives, activities, and evaluations are produced with the purpose of making sure the right kind and amount of training takes place so faculty is confident when using these tools. Through faculty

demonstrations students and parents/guardians will additionally feel comfortable with the collaboration and organizational tools. This plan provides a comprehensive professional development program that builds faculty Web 2.0 tool proficiency while simultaneously building teacher, student, parent collaboration and communication.

IX. Appendix

Individual Development Plan Template

Parameters	Measures	
Personal Mission Statement	<i>Overview of goals that you intend to achieve</i>	
Current Position (Personal Approach)	Strengths	Weaknesses
Current Position (Based on Feedback Received from Colleagues & Mentors)	Strengths	Weaknesses
Short/Long Term Goals	What?	Why?
Plan of Action	What?	Why?
	<i>What do you intend to do to achieve your goals?</i>	How do you intend to implement your plan of action?
Time Frame	Goal	Deadline
	<i>Mention the short/long term goal you want to achieve</i>	<i>Mention the deadline within which you want to achieve that goal</i>
Feedback	From Whom?	Remarks
	<i>Mention name of person who has given feedback</i>	<i>Mention comments and inputs provided by her/him</i>

Chart from: <http://www.buzzle.com/articles/leadership-development-plan-template.html>

X. References

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