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WHATZAMATTAU
SCHOOL
DISTRICT

STAFF DEVELOPMENT MODULES

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Why We Chose the ADDIE Model

The Whatzamattau School District, after administering a Teacher and Technology Survey, has asked our team to create a series of Staff Development Modules to address the ISTE National Educational Technology Standards for Teachers and to provide their faculty with opportunities to increase their use of technology within the instructional process.

The district has asked that the instruction mirror that which is expected of the classroom teachers. It should be aligned with the school district's philosophy to provide challenging and constructivist learning to all students.

Our team has decided to create a series of modules that will provide the teachers with the skills necessary to integrate technology across the curriculum at their appropriate grades.

After deciding on the series of modules we would present, our team selected the ADDIE Model for this project. Since the audience will consist of adults, this model is the most appropriate. ADDIE allows for the presenter to focus on the learners' needs and characteristics, as well the ability to monitor and adjust as the workshop develops.

Each module has established goals and objectives, aligned with Bloom's Taxonomy, provides for formative and summative assessment and emphasizes hands-on learning.

ANALYSIS PHASE

The **Analysis Phase** is the first stage in the ADDIE model. This is the phase that defines what is to be learned. Some of the tasks that may be included in the analysis phase are needs assessment, problem identification, and task analysis. The outputs of the analysis phase may include a learner profile, a description of constraints, a needs statement and/or task analysis. These outputs are the inputs for the Design Phase.

The following are some of the questions addressed during the Analysis Phase:

Who are the learners and what are their characteristics?

Our professional development session is being developed for teachers who work in a school district that is adequately funded and provides their teachers with the materials and support needed to implement what they learn.

The professional development is designed for adult teachers who either are teaching in some grade from kindergarten through twelfth grade or expect to be in the near future. The amount of time teaching and the age of the participants vary. Some teachers are recent college graduates with no teaching experience while others are only a couple of years away from retirement and have taught forty or more years. The participants have at least a bachelor's degree in education or a related field and many have additional education and/or credentials. Some of our teachers were certified via military to teaching programs or work to teaching programs. When surveyed, each participant indicated at least a basic skill with technology (ability to turn on their computer/laptop/tablet, connect to a project system, surf the web, download and upload documents, and use an electronic learning management system (LMS)). All participants indicated that they have a willingness to persevere and overcome technological issues.

What is the desired new behavior?

The professional development training is divided into four modules of approximately equal duration. At the conclusion of each module the teacher will have demonstrated competence implementing the subject material. In the longer term, there is evidence of integration and use of these tools in the classroom. The modules consist of creating and managing wiki pages for a

class, using and developing content for a course management system, teaching lessons through the development of electronic stories, and developing flipped lessons.

What are the long term goals?

The goals of this professional development come from the International Society for Technology in Education (ISTE). [Link to ISTE standard for teachers](#). Our professional development is focuses on the following standards:

Design and Develop Digital Age Learning Experiences and Assessments. Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS·S.

Model Digital Age Work and Learning. Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.

Engage in Professional Growth and Leadership. Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.

What types of learning constraints exist?

All of the participants are either teaching or are seeking employment in a K-12 teaching position; therefore, no serious learning constraints exist. Participants were asked if there were any physical issues that we needed to be aware of. Their issues and our responses are as follows:

“I wear two hearing aids.” This teacher will be given seating preference and headphones will be available when she engages in viewing online content.

“I have carpal tunnel syndrome.” A track ball will be available for this teacher’s use.

“I wear tri-focal lenses and I have difficulty seeing the board and screen.” This teacher will also be provided seating preference and if a computer lab is used, the display size will be adjustable.

Timeline for professional development

This series of four professional development topics is designed so it can be delivered as a multi-day workshop over consecutive days or can be delivered over a period of professional development days spanning a quarter, semester, or the entire school year. Each session is designed to be three hours in length with the topics being between one six sessions. Recognizing the time constraints on the participants, all work will be done during the professional development training time.

Module 1: Copyright and Fair Use in Media Literacy

Design Phase

Time Frame: 3 hour session

Participants:

- 100 participants who are the K-12 educators in the Whatzamatattau School District.

Overview/Goal:

This is the introductory session for all participants in the Modular Staff Development Program at Whatzamatattau School District. During this three-hour session, the participants will

gain an understanding of Copyright and Fair Use Laws as they relate to Media Literacy and Digital learning.

In addition, they module refer to the National Educational Technology Standard for Teachers dealing with the educators responsibility to advocate, model, and teach, safe, legal and ethical use of digital information and technology.

Objectives:

- Participants will be able to analyze scenarios to determine whether or not they can be reasoned to be fair use.
- Participants will be able to explain and demonstrate the transformative use of copyrighted materials.
- Participants will describe “best practices” for the use of copyrighted material to build critical thinking and communication skills.

Sequence of Instruction:

- Review of the ISTE Technology Standards for Teachers.
- Survey of participants present knowledge regarding Copyright and Fair Use in media Literacy
- Lecture/Discussion-What is the purpose of Copyright?
- Lecture/Discussion of the Doctrine of Fair Use (Copyright Act of 1976)
- Lecture/Discussion of Transformative Use
- Lecture/Discussion of the Code of Best Practices in Fair Use for Media Literacy (Five Principles)
- Video Case Studies (elementary and secondary schools)
- Lecture/Discussion the Digital Millennium Copyright Act of 1998

- Fair Use Group Activity
- Resources for teachers (<http://mediaeducationlab.com/copyright>)
- Exit survey of participants knowledge regarding Copyright and Fair Use in media Literacy
- Completion of Evaluation of Module

Developmental Phase

- Develop PowerPoint Presentation on Copyright and Fair Use
- Print copies of the ISTE National Educational Technology Standards for Teachers (NETS-T)
- Print copies of the *Code of Best Practices in Fair Use for Media Literacy Education* from the Media Education Lab at the University of Rhode Island
- Prepare the workshop evaluation for Copyright and Fair Use in Media Literacy
- Prepare document on The Fair Use Reasoning Process
- Prepare a group activity on Fair Use – 5 Principles
- Prepare large poster paper and markers for questions and sharing responses
- Gather the Case Videos from Dr. Renee Hobbs (University of Rhode Island)
- Locate other videos related to copyright to include in presentation
- Internet resources:

<http://mediaeducationlab.com/copyright>

<http://tinyurl.com/kunsjgc>

<http://tinyurl.com/klg8nee>

<http://tinyurl.com/khnmam2>

<http://tinyurl.com/lqle5dg>

<http://tinyurl.com/pjo8faf>

Implementation Phase

The participants will be sitting at tables in groups of 5 or 6 by either discipline (secondary) or grade level (elementary). The instructional strategies will be a combination of lecture/discussion and group work. The participants will be expected to actively participate in the discussions and group activities. In addition, large poster paper will be hung around the room, where individual groups will post either questions or share their group responses.

Instructional activities will include a PowerPoint on Copyright and Fair Use, a discussion of the Code of Best Practices in Fair Use for Media Literacy, a review of the fair use reasoning process form and scenarios dealing with fair use.

Discussions and activities will be designed to accommodate the participants' variety of classroom settings, years of experience and student age levels.

Evaluation

During group activities, the instructor will circulate and interact with participants to observe their understanding of the material presented.

Each participant will complete an evaluation of the module and the effectiveness of the instruction.

The information gathered from observation, discussion and module evaluation will be reviewed to assist in revisiting the module for necessary correction to and/or revision of the module.

Module 2: Creating a Wiki

Design Phase

Time Frame: 5 bi-weekly sessions: each session for 3 hours

Participants:

- 25-30 participants who are the K-12 educators in the Whatzamattau School District.

Overview/Goal:

Participants will create a wiki using wikispaces.com and determine how to use that wiki to organize information, share ideas and resources, foster collaborative and group work with their students, and encourage independent and learner-led learning

Objectives:

- The participants will be able to create a wiki using wikispaces.com
- The participants will be able to integrate the wiki into their curriculum
- The participants will be able to restructure their instructional process to foster collaborative and group work with students utilizing their wiki.

Sequence of Instruction:

- Session 1: What is a wiki and how can it be used in the classroom
- Session 2: Introduction to Wikispaces.com and creation of sample/how to wiki
- Session 3: Begin work on own wiki
- Session 4: Work on own wiki
- Session 5: Presentation of personal wiki

Developmental Phase

- Develop PowerPoint Presentation on Wikis and Classroom Uses
- Create and print copies of Booklet -How to Create a Wiki on Wikispaces

- Acquire copies of *Blogs, Wikis, Podcasts and Other Powerful Web Tools for Classrooms* by Will Richardson
- Locate other videos related to creating a wiki to include in presentation
- Internet resources:

Implementation Phase

Session 1: What is a wiki and how can it be used in the classroom

- PowerPoint on What is a Wiki and How Can be Used in Classroom
- Review sample wikis created by teachers in a variety of curriculum areas
- Assignment:
 - Participants consider the theme or curriculum area for their wiki
 - Read Chapter 4 of Richardson's book for next session

Session 2: Introduction to Wikispaces.com and creation of sample/how to wiki

- Go to Wikispaces.com
- Pass out How to Create a Wiki Handbook
 - Sign up for membership
 - During sign up, enter information for a sample wiki (myfirstwikiatWSD)
 - Walk participants through creating pages, adding files and graphics, adding video, adding other widgets and adding tables.
 - Circulate throughout the room while instructing, checking for understanding.
 - Pass out How to Create a Wiki in Wikispaces Booklet
- Assignment:

- Review Booklet
- Gather materials, graphics and files for creation of wiki at next session

Session 3: Begin work on own wiki

- Participants begin creation of their own wiki for their curriculum area or theme
- Circulate throughout the room while instructing, checking for understanding and giving assistance as needed

Session 4: Work on own wiki

- Continue work towards completion of wiki
- Circulate throughout the room while instructing, checking for understanding and giving assistance as needed
- Assignment:
 - Prepare for presentation of wiki to others at next session

Session 5: Finalization and Presentation of wikis

- Finalize wiki
- Present wiki to the group
- Participants complete the Module Evaluation

Evaluation

During instruction the facilitator will circulate around the room interacting with participants to check on their application of the instruction.

The final wikis will be rated based on a rubric to determine whether the instruction resulted in the creation of wikis that will be able to be integrated into the curriculum of each participant.

In addition, each participant will complete an evaluation of the module and the effectiveness of the instruction.

The information from the rubrics and evaluation will be used to determine the effectiveness of the instruction and provide information regarding changes, alterations or revisions necessary prior to presenting this module in the future.

Module 3: Creating a Flipped Classroom

Design Phase

Time Frame: 4 sessions each lasting 3 hours

Participants:

- 25-30 participants who are the K-12 educators in the Whatzamatattau School District.

Overview/Goal:

Participants will understand the framework of creating a flipped classroom will incorporate ready-made content as well as modify and create content in order to flip their lesson or classroom. The participants will share compile flipped resources in their subject specialty, create rubrics to assess flipped resources and share best practices

Objectives:

- The participants will be able to:
 - Evaluate a lesson plan and determine if the content is appropriate to flip.
 - Use existing resources to create a flipped lesson.
 - Modify existing resources to include in-video quizzes.
 - Create a flipped lesson using technology available to them.

Sequence of Instruction:

- Session 1: Define the flipped framework and determining when flipping is appropriate
- Session 2: Incorporating electronic evaluations into flipped lessons
- Session 3: Creation of a flipped lesson from the ground up.
- Session 4: Presentation of student created flipped lessons.

Developmental Phase

- Develop Keynote presentations on flipped lessons
- Compile video tutorials on how to flip a lesson
- Acquire copies of *Flip Your Classroom: Reach Every Student in Every Class* by Jonathan Bergmann and Aaron Sams
- Locate other videos related to creating flipped lessons
- Compile lists of flipped lessons

Implementation Phase

Session 1: Define the flipped framework and determining when flipping is appropriate

- Keynote on the Flipped Framework
- Watch videos and take notes about flipping a lesson
- Break into groups of three and create a framework to determine when to flip a lesson
- Using the framework, find three video lessons and create formative questions.
- Be the student for one flipped lesson for the other people in your team. Using feedback from your group, refine your framework and improve your lesson.

Session 2: Incorporating electronic evaluations into flipped lessons

- Update the Flipped Framework
- Watch videos and take notes about how to incorporate electronic assessment and feedback into flipped lessons.
- Signup for an account in eduCannon and YouTube to modify and save lessons.
- Using the videos from session 1, incorporate formative assessment using eduCannon and YouTube
- Be the student for one flipped lesson for the other people in your team. Using feedback from your group, refine your framework and improve your lesson

Session 3: Creation of a flipped lesson from the ground up..

- Update and finalize the flipped framework
- Watch the lesson and take notes about creating a flipped lesson using ShowMe
- Working in groups of two or three, each member will create a flipped lesson using ShowMe
- Circulate throughout the room to offer advice and assistance

Session 4: Presentation of participant created flipped lessons

- Finalize flipped lessons
- Group watches flipped lessons and provides feedback based on the flipped framework
- Complete Module Evaluation

Evaluation

During instruction the facilitator will circulate around the room interacting with participants.

The final flipped lesson will be assessed based on the flipped framework developed in class.

In addition, each participant will complete an evaluation of the module and the effectiveness of the instruction.

The information from the rubrics and evaluation will be used to determine the effectiveness of the instruction and provide information regarding changes, alterations or revisions necessary prior to presenting this module in the future.

Module 4: CourseSites

Design Phase

Time Frame 6 classes, each lasting 3 hours

Participants:

- 25-30 participants who are the K-12 educators in the Whatzamattau School District.

Overview/Goal:

Participants will learn how to sign-up and create a course using CourseSites by Blackboard.

Objectives:

- The participants will be able to create a free course using coursesites.com
- The participants will be able to build a course from scratch or import materials to the course modules.
- The participants will be able to constructively critique their peers' course modules.

Sequence of Instruction:

- Week 1: Intro to CourseSites
- Week 2: Selecting a Theme for a Course
- Week 3: Arranging Menus/Tools Overview
- Week 4: Adding Interaction and Multimedia
- Week 5: Navigating CourseSites as an Instructor
- Week 6: Presentations/Peer Feedback

Developmental Stage

- Create and print instruction manuals for CourseSites
- Share links for step-by-step instruction videos for CourseSites.
- Share links for finished CourseSites courses.

Implementation Phase

Week 1:

- Introductions
- Creating a CourseSites account
- Overview of CourseSites
- Example of finished CourseSites class

Week 2:

- Questions from previous class?
- Ideas for courses?
- Course themes overview – which best suits you needs?
- Course structures

- Invite classmates to view courses

Week 3:

- Questions from previous class?
- How to build your course
- How to select and arrange your course structure
- Modifying Menus
- Tools Overview

Week 4:

- Questions from previous class?
- How to create assignments
- How to add multimedia
- How to add web links
- How to create discussion boards

Week 5:

- Questions from previous class?
- Navigating the course as an instructor

Week 6:

- Presentation of Courses
- Peer Feedback

Evaluation

Participants will be evaluated by their interactions during class along with their development of their course each week. Final presentations and feedback from students will help to reinforce their understanding of CourseSites.

Module 5: Story Telling

Design Phase:

Time Frame: 3 Sections each lasting 3 hours

Participants: 25-30 participants who are the K-12 educators in the Whatzamattau School District.

Overview and Goals:

This course contains general leaning objective and breakdown lesson learning objective in course module. The goal of the course is using multimedia for storytelling is an efficient and accessible way for instructors to educate students in their classroom.

Research has shown that the use of multimedia in teaching helps students retain new information as well as aids in the comprehension of difficult material. And Digital Storytelling can provide educators with a powerful tool to use in their classrooms.

Objective:

Instructors will be trained to obtain the basic knowledge of digital storytelling teaching methods, the skills of using digital storytelling software.

Developmental Phase:

This course is a face-to-face course and obtains practical process with Apple iMovie software. Teaching materials including the material in the course module and websites for digital storytelling case study. Hence, the classroom should be equipped with Internet,

computer and projector. Every teacher should have a device with Apple iMovie software or sign up for rent a device. The materials are as below:

1. Apple iMovie (Either iPad or laptop is fine)
2. Reading material: “*Digital Approaches to Academic Reflection*” Joint Information Systems Committee, Leeds Metropolitan University and the University of Leeds (2012)
“*Digital Storytelling Teaching Guide*” Microsoft in Education (2009)

3. Useful Links:

iMovie: <http://www.apple.com/mac/imovie/> - <http://www.apple.com/mac/imovie/>

Textbook1: <http://content.yudu.com/Library/A1pili/Digitalapproachestoa/resources/1.htm>

Textbook2: [http://www.microsoft.com/education/en-](http://www.microsoft.com/education/en-us/teachers/guides/Pages/digital_storytelling.aspx)

[us/teachers/guides/Pages/digital_storytelling.aspx](http://www.microsoft.com/education/en-us/teachers/guides/Pages/digital_storytelling.aspx)

Writing script: <https://sites.google.com/site/digitalstorysite/process/create-script>

Storyboard: <http://digitalstorytelling.coe.uh.edu/pdfs/How-to-Create-Storyboard.pdf>

<http://www.thirteen.org/edonline/lessons/storyboarding/>

Storyboard templates: <http://digitalstorytelling.coe.uh.edu/storyboard-templates/PDF-storyboard.pdf>

Implementation Phase:

Number of Sections

1. Background knowledge of digital storytelling teaching
2. Skill training of digital storytelling products creation
3. Product forum

Section outline:

Section 1. Background knowledge of digital storytelling teaching

Learning Objective: Understand what is digital storytelling and the benefits of digital storytelling for teaching.

1. What is digital storytelling?
2. Why use digital storytelling
3. Case study
4. Steps of creation
5. Storyboard creation

Section 2. Skill training of digital storytelling teaching

Learning Objective: Understand how to create digital storytelling video and how to use iMovie to generate a video.

1. Review of steps of creation
2. Software introduction
3. Apple iMovie practice

Section 3. Storytelling teaching forum

Learning Objective: Discussion and evaluate the results of digital storytelling teaching method.

1. Every teacher present their video as other teachers pretend students
2. Discussion the delivery results for every video and give suggestions for enhance the result.

Evaluation Phase:

Through the forum to evaluate the result of the course. The standard as below,

	Assessment Tools		Evaluation Tools
Evaluator	Design	Development	After Creation
The Creators	- Guidelines and specification of the story - Checklist of story artifacts	- Graphic checklist - Audio checklist - Grammar/spelling checklist	Self evaluation form
Creators' Peer	Story script	Story screening	Peer evaluation
Course Instructor	Evidence of process (script, storyboard, etc.)	- Interview creator about development process - Checklist of story artifacts	- Rubric - Video - Evaluation of story traits such as engagement, character, and development

Final Evaluation of Modules

After all modules were presented, the team reviewed the pre and post module surveys, as well as the individual evaluations of each module, to determine the adequacy of the instruction.

The District Technology Survey and the pre modules surveys provided us with information about the participants that helped in the development of the modules. Specifically, we discovered that 55% of the teachers in the Whatzamattau School District have tried to implement technology into their curriculum but only as a “one-shot” and not finding it successful gave up quickly. We discovered that 80% had heard of the topics selected for the modules, 15% had read about them and only 5% had attempted to utilize any of the instructional technology within their classroom.

The post module survey revealed that 85% of the teachers responded that it was very likely and 15% responded they were somewhat likely to use more technology in their teaching after participating in these modules.

The comments made by the participants emphasized that they found the first module on Copyright and Fair Use to be a very good introduction for the remaining modules but wish that the workshop could have been longer, maybe split into two sessions because “there was so much information to squeeze into three hours.”

The module on the Flipped Classroom was the topic of discussion by the Middle and High School teachers who have decided to try using this strategy for one class in the coming semester.

Meanwhile, teachers in grades 4-8 have indicated that they would be adding digital storytelling projects to their curriculum in the next school year.

One comment made by teachers, following the CourseSites Module, indicated that many teachers had “never tried using CourseSites because I thought it would be too complicated.” They were pleasantly pleased to learn that it was not as difficult as they anticipated.

Elementary and Secondary teachers, in responding to the wiki module, were excited to be able to create a resource on the world-wide web that could provide opportunities for their students to collaborate and respond to curriculum related activities. Every participant mentioned how pleased they were to get a copy of Will Richardson’s book in their session. However, they would prefer more time to complete their wiki before the module ended.

Other suggestions included requests for modules on creating a blog, using Web 2.0 tools in the classroom, streaming video and Google. Also, 75% of the participants requested a follow-up session during the District Summer Workshops to help fine tune their skills.

After a review of the comments and survey responses the team reviewed each of the courses and made the following recommendations for implementation in the future:

- Increase the modules to eight sessions instead of five.
- Increase the Copyright and Fair Use Module to two sessions to provide time for acquisition of material, more group activities and scenarios.
- Provide step-by-step handbooks for the CourseSites and Digital storytelling modules.
- Include a copy of the book *Flip Your Classroom* by Jonathan Bergmann and Aaron Sams to the participants in the Flipped Classroom Module.
- Develop Modules on Blogging, Web 2.0 Tools, Google and streaming video.
- Survey the teachers at the end of the present school year to discover how many utilized their newly learned skills in their classroom instruction.
- Prepare follow-up modules for the District Summer Workshops.

All in all, the team was quite pleased with the participation, reactions to, and suggestions from all participants.

We look forward to working with the Whatzamattau School District in the future.