Project Proposal

I Pad 2 Training

Eric Knight

South Dakota State University

AHED-711

Professor Bertolini

June 31, 2012

**Instructor Credentials**

My name is Eric Knight and I will be holding the I Pad 2 in the classroom trainings for Chester Area School elementary. I have taught fourth grade for eight years, all of which I have used a variety of technologies in my classroom for all the courses that I teach. I graduated with a bachelor’s degree from a renowned technological university Dakota State University. At Dakota State University I graduated with a bachelor’s degree in Elementary Education with a K-12 technology endorsement. While in college I presented at two different technology in education symposiums that our university held.

After college and obtaining a teaching position I had a passion for sharing the possibilities of technology in the classroom with other teachers. I started with teachers in my own school who had the technologies in the classrooms but were just not using them or not using them to their fullest capabilities. In doing so I held a number of different in-services at my school. I have held two different all day trainings on the use and implementation of the SMART Board. For the teachers in my school I have also held eight to ten different two hour in-services on lesson construction and usage while using the SMART Board and teaching core content materials.

I have even had the opportunity to help teachers outside my school with the use of SMART Boards in the classrooms. Inviting teachers into my classroom is something that I like to encourage people starting out in incorporating technology into the classroom to do. I have had to opportunity of having teachers from a number of different schools spend half days in my classroom. Teachers from Watertown and Dell Rapids, SD as well as Rochester, MN have all spend time observing in my classroom as we use technology as a class to teach a range of curriculum. Having teachers in during the school year isn’t easy for teachers and school districts to do, so I have also gone to different schools and held day long trainings on SMART Boards and using them in the classroom. I have held district wide in-services at Watertown and Dell Rapids schools.

Along with SMART Board trainings I have also had the privilege of helping the teachers in my school with E-Instruction materials specifically Classroom Performance Systems. These technologies are sometimes called “clickers”. Used wide spread in the post secondary ranks, I have helped our teachers use this technology to make life easier for the in a variety of ways.

With all these trainings and work toward implementing technology in the classroom, I am helping teachers to teach in a differentiated manner to help students learn to the fullest capabilities.

**Target Audience**

Based on the needs assessment that has been finished and evaluated upon it has been suggested by the school district that all elementary teachers be trained and present at all training times. This will include the preschool, kindergarten, first grade, two second grade, third grade, fourth grade (he is presenting), and fifth grade classroom teachers. There are a couple other support staff that should be present during the training times as well. The speech pathologist for the school is going to be asked to be present during this I Pad training to better utilize different aspects of the device for helping students in his/her field. The school’s reading specialist/Title 1 teacher will be asked to attend as it has been seen that students that are lower functioning can be helped a great deal through the proper use of I Pads. The special education teacher will need to be in attendance for the trainings as the school district has purchased one of the devices for the use in their classroom. There are also two paraprofessionals that are being requested to be in attendance. They have been asked to be present during this time because they will be working one on one with students that will work with these devices for large portions of their day.

Based on the needs assessment that was completed earlier, it has shown that the school district purchased these I Pads and now need someone to train the teachers how to effectively use them in their classroom. The needs assessment showed that the school purchased five I Pads for each of the classroom in the school preschool through fifth grade (40 I Pads, two second grade classrooms). They also purchased eight additional I Pads that would be used by support staff for the betterment of students. They purchased these pieces of equipment in the spring of 2012 and now need a training so that the teachers can effectively use them in their classrooms.

**Title of Program**

The program title for this training is implementing I Pad 2 into the classroom. The Chester Area Elementary School has these new devices for their teachers and students to use for another way to learn. Like new things in the educational world, staff needs to be training on effective ways to use and implement them into their classrooms. In order to train the staff to use these devices in an effective manner in their classrooms an effective program needs to be established and fit their needs. In this program there are many smaller aspects that all encompass the program title. Installing applications on these devices is just one of the smaller aspects that will go into the program.

**Learning Objectives**

There will be many new aspects that teachers will need to develop and learn in order to use the new technologies effectively in their classrooms, below are a set of learning objectives that need to be completed during this training. Teachers will have to obtain an email to use in their classroom. They will also have to learn and master the techniques of syncing I pads to their computers for installing, managing, and backing up apps and information on in class I pads. IBooks is an app that teachers will need to utilize to reach a wide range of students levels in their classrooms. Students can benefit from the content that is displayed on a teacher’s I pad, learning how to display materials to the entire classroom will be a must. Having these devices in the classroom is great, but teachers will need to learn strategies for using them effectively in the classroom while still teaching core content.

The first step that the teachers will need to do is to set up a generic Google email account. They will need to do this so that they are able to set up an account to run their apple accounts. We will go to Google’s website and construct emails that can be used by current teachers or by a new teacher that would come in. For example we would name the email account [Chester4th@gmail.com](mailto:Chester4th@gmail.com) and use like characters for the passwords. After completing the email set up from Google, the teachers will be ready to get started with the Apple side of things.

The next learning objective will be to create an apple account and to download ITunes onto individual teacher laptops. The teachers will have to download the latest free version of ITunes. Once they have downloaded this version they will need to register their new Google email into making the apple account. Teachers will need to register the account as an account that will pay solely with ITunes cards. Once they have this account registered they will register the account on one of the I Pads.

The next step in the program will be to teach teachers how to download different applications on their ITunes. On the laptops that the teachers downloaded the ITunes on we will have teachers log in to their ITunes account to download different applications. We will have teachers download the accelerated reader application for reading comprehension tests. Teachers will also download a couple other sample applications for teachers like Doodle Buddy and Explain Everything by doing this they will learn how to download applications onto their ITunes accounts. Once teachers have done this, we will have them download a couple from the app place on their I Pads so that they will learn how to managed the downloading the apps from their respective I Pads.

After obtaining a few sample applications for the I Pad on the teacher’s ITunes accounts and IPads, they will learn and practice creating a back up and syncing their devices. Teachers will open ITunes on their personal laptops and then plug an IPad into our laptop. They will then arrange applications as they want them to appear on their IPad. Once finished arranging applications the teachers will click their IPad icon in ITunes and name this backup. After doing this they will need to hit the sync button. Once one laptop has synced they will just need to plug other IPads in and click the sync button and the same backup will show up on those IPads.

Teachers will at times need to be able to display what is on their IPads to the entire class. With an Apple TV device and a connection to the projects that are currently in the classroom teachers can display what is on their IPad to the rest of the class. By doing this the teachers can have the students interact with the IPad that they are using. By connecting to the Apple TV device teachers can control what the activity is or the teacher can pass the IPad around and the students can manipulate the activity on the IPad. Having the ability to connect to already present projectors will give teachers the opportunity to display and interact with different activities that he teacher might want the class to go through.

**Instructional Plan**

After establishing learning objectives and the needs of the participants constructing an instructional plan that fits their needs is needed. The length of the program is one aspect that goes into creating this instructional plan. The number of sessions or times that we will meet as a group working on these learning objectives has to be evaluated to complete our learning objectives. Breaking up the length of the program and sessions by learning objectives allows for a more effective use of time. Like teaching in the classroom providing a training for adult learners needs a variety of teaching strategies to effectively reach learning objectives. As important as the teaching strategies used the materials that will be taught are equally important. There will be a variety of different audiovisual equipment that will be needed to teach this program on implementing a piece of technology into the classroom.

Time constraints go into any program, but working with teachers and schools the amount of time that schools and teachers have for trainings is crunched. The length of this program will be eleven hours of instructional time split into a couple different ways. The first portion of this training will take place in the school’s pre-service hours. It will be a seven hour day during one of the school’s pre-service days. The other meetings will happen over two different meetings of two hour in-services. The convenient part for the Chester teachers is that the presenter will be working there so if they have urgent questions or concerns additional meetings can happen without much difficulty.

The number of sessions that will take place in this training is set but because of some circumstances it does allow for some flexibility. With the major session taking place in a one day in-service setting it will be broken down into different sessions. The first session will be a morning session will be a forty five minute session followed by a break. The second session will be a working session consisting of another forty five minute session followed by another break. The last session of the morning will be an hour and a half working session that will be followed by a lunch break. Following lunch the afternoon session will consist of two one hour fifteen minute working sessions following each session with a fifteen minute break. The in-service day will end with a half hour question and answer session. The two different two hour in-service sessions will consist of two hours of working time.

Each working session will have defined objectives that we will work towards completing in a variety of ways. The full day in-service day will consist of different objectives for each session. The first forty five minutes session the participants will establish a generic gmail account and an apple id account. Following a short break the second session’s objective for the morning will be for the participants to be able to sync I Pads to the laptop that they use for their classrooms. The final session for the morning has the objective that all participants will be able to download and organize useful I Pad applications. After the lunch break the participants will have the objective to download IBooks and construct a sample lesson book. The final session of all day in-service will have a lesson objective that allows some freedom to the participants, the participants will work on constructing lessons for their classrooms either through IBooks or other applications. The session objectives for the two different two hour in-service sessions will be to answer any questions that participants have and share new trending ideas with them. The sessions will have defined session objectives instructor and participants will work hard toward completing these objectives.

Teaching a program to teachers is like teaching to students in that I will use a variety of teaching strategies to teach them different aspects in incorporating the I Pad into their classroom. I will use a lecture model where I will lecture to them on different aspects of incorporating I Pads into the classroom. We will also use a group share model when teachers can share things that have worked and also things that haven’t. The teaching strategy to model and allow work time is another strategy that we will use in this program. There are many other informal teaching strategies that will be used to complete different session and lesson objectives.

There are a variety and different materials that I as the instructor will need as well as the participants will need to complete program. The first thing that all participants will need is the I Pad that they have been provided with or the five I Pads if they are a classroom teacher. The participants will also need the classroom laptops that they have been provided with. The couple other things that participants will need is a notebook for note taking, pen, and chargers for their electronic devices. As the presenter and instructor I will need the same I Pad and laptop as the participants. I will also need a room that has a projector and the ability to connect to my apple tv connector to display things from my I Pad for demonstration to the rest of the group. The following things that are needed for my part of the teaching materials are also things that are needed in terms of audiovisuals aids that are needed.

**Assessment**

Assessment of what has been learned is the ultimate evaluation of did what you set out to teach actually get taught and was it learned. In this case I will use a variety of methods to assess what has been learned. The students will have work time, if they work and can share what they did without have a great deal of difficulty that will be measured through question answering and observation then they have learning what as being taught. I will also use observation to look at the lessons that the teachers have constructed. The participants will also be asked to complete a survey of what they have been taught and their thoughts on the training. All of these things will be the assessment to what has been taught in this program.

**Budget**

Budgetary constraints are something that go into any trainings but especially for schools, they are responsible for paying their teachers as well as the presenter. The school will have to budget for paying the teachers their usual in-service rate of $125 per day. Since me the presenter will be getting paid for attending the in-service the school would be saving money. Some of the teachers did budget for some ITunes dollars so that they will have the ability to purchase some different applications for lesson construction for their classes. Both presenter and participants will also be paid through their normal school day pay during the two different two hour in-service days as well. Because the presenter and participants will get paid through budgets that are already set the school will save money.

**Marketing Plan**

Because this project proposal will be held with one group of people from the same organization during a time that they will all be working on pre-service materials the marketing of this will be minimal. The administrators will be asked to send out an email notifying the staff of what they will be doing during this in-service and the materials they will need to bring. Along with that getting back to school letter for the per-service schedule there will be a schedule for this program that outlines what the participants will be doing at the different times along with the objectives for each time. Marketing for the two different two hour in-services will again be easy for the school and instructor as we will send out an email stating what the participants will need and what our objectives will be during these sessions. The marketing plan for this program will be easily completed and cheap to do for the organization because the instructor and participants are all located in the same organization where the sessions will be located.

**Facilities and Staff**

The facilities and the staff that will take part in the project are all from the same organization all working in the same building. The facilities that will be required for this project are going to be one classroom to hold the sessions in and a library that the participants and instructor can work for the in-service times. These facilities should all be in the Chester Area School building to cut down on any outside cost and travel time. The staff that needs to be present has been listed above; those people are required to be at both the full day pre-service day and the two different two hour in-services. The district’s technology coordinator should also be present if instructor or participants run into troubles or have network questions. Because the participants and instructor again come from the same building and organization the ability to get them together and working together is much easier and without unknown variables.

**Program Evaluation**

The elementary principal will evaluate with the instructor the effectiveness to the program. Once the first in-service day is over the two will sit down and make adjustments as needed. As the principal observes the teachers during classroom observations they will discuss with the instructor the use of I Pads in the classrooms. During the survey that will be completed by participants they will have the opportunity to evaluate the program as well. Between the administrator, instructor, and participants they will evaluate the effectiveness of the program. It will ultimately come down to how much the teachers are using the new devices to teach differentially to reach all students in their classrooms.