Example 1 An Effective Replicable Model to Empower School Administrators to Apply Relevant Technology Jeff Crowell, Jennifer A. McDonald, Joanne Kenney Halton Catholic District School Board

SUMMARY OF PURPOSE & MODEL

SUMMARY:

Evidence-informed and peer-led professional learning model on 21st Century tech and skills for school administrators

MODEL:

- Peer-led, data informed, professional development planning and delivery
- Responsive to administrator learning needs and relevant to their role
- Empowers administrators to be technology leaders within their own schools
- Information and coaching to learn about relevant technology skills, tools, and issues
- Enables them to model and champion the use of technology for their own staff

BACKGROUND AND SUPPORTING RESEARCH

- Based on needs-assessment done with school administrators in Sept. 2017; ongoing data gathering to continue to be responsive to administrator learning needs
- ISTE Standards for Education Leaders: important for school leaders to have a'shared vision' for using technology to transform learning (e.g., Christensen et al., 2018).
- Supporting principals to champion and use technology positively impacts integration of technology within the schools (e.g., Dawson & Rakes, 2003; Stuart, Mills, & Remus, 2009; Yu & Prince, 2016).
- Targeting technology PD based on identified needs is critical (e.g., Crandall & Loucks, 1982, as cited by Dawson & Rakes, 2003)

THE MODEL

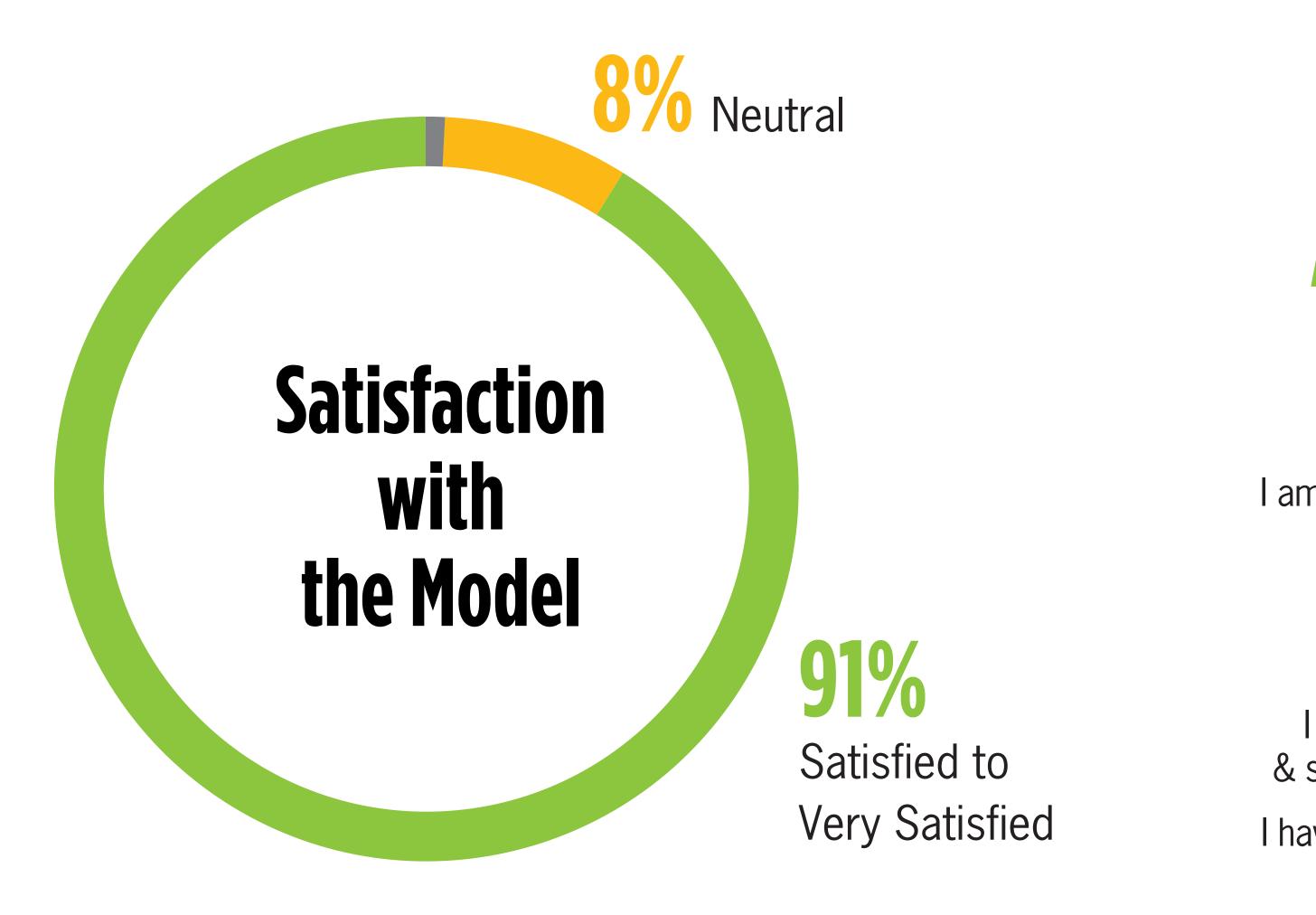
Educational leader Professional Development (PD) model based on evidence provided in a needs assessment survey and planned and delivered by administrator peers

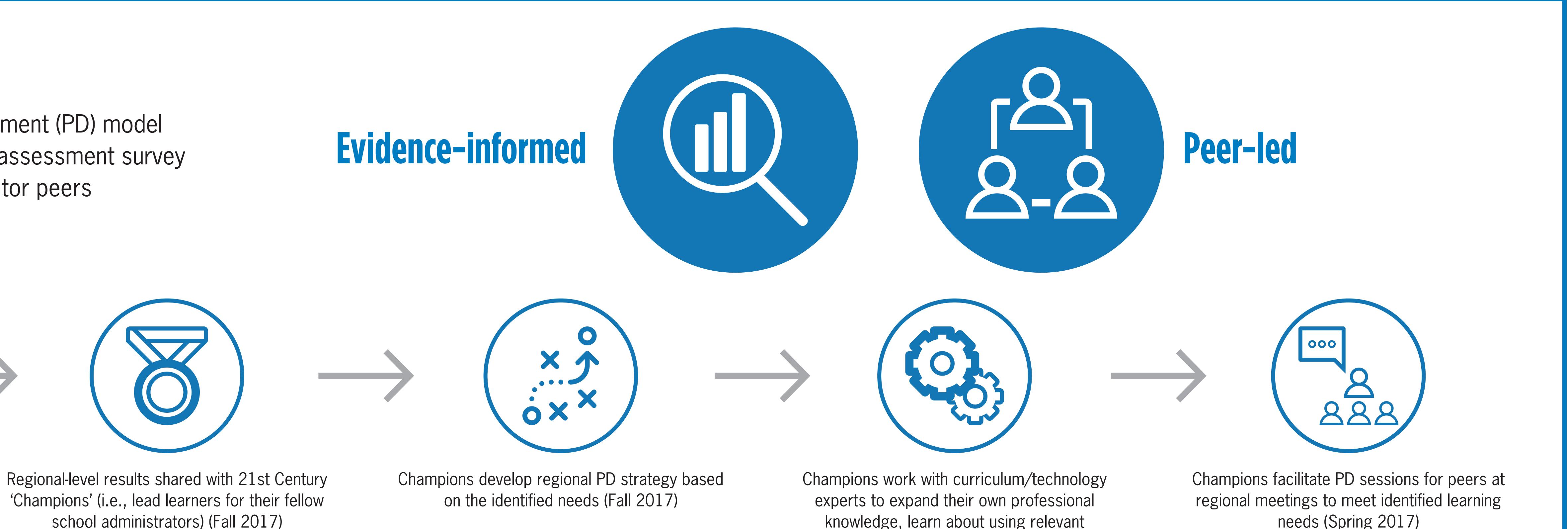


Data collected from school administrators at start of school year to assess 21st Century technology and skills learning needs (Fall 2017)

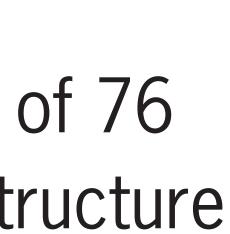
EVALUATION RESULTS

An evaluation conducted with an Online survey of 76 school administrators found the content and structure of the model effective.





knowledge, learn about using relevant technology/tools, and plan PD (Winter 2017)



The Champions selected PD topics in line with their learning needs



The Champions selected PD topics in line with colleagues' learning needs

87%

The majority of respondents agreed that:

The Peer-led facilitation by 21st Century Champions worked well

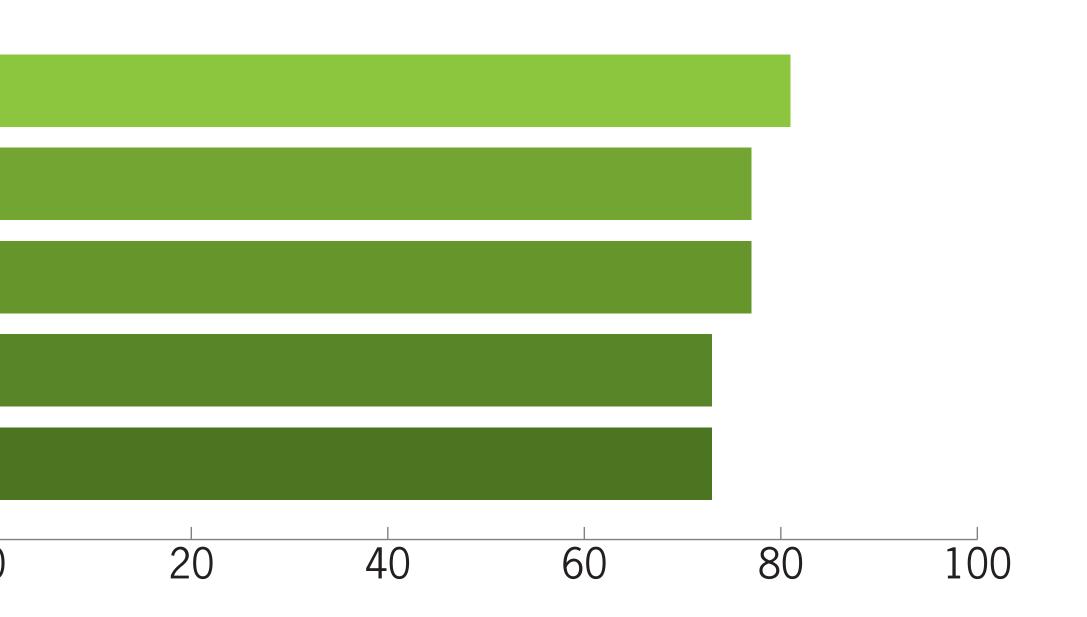


Agreement with statements about knowledge gained from attending the PD sessions (%)

I am able to modify the new knowledge/skills in my own context

I have a better understanding of specific technology/tools

The new knowledge and skills are useful for my practice I have a better overall understanding of how 21C knowledge & skills can be used to make my job as an administrator easier I have been able to apply the new knowledge & skills I learned...



needs (Spring 2017)

TIPS FOR IMPLEMENTING

PRACTICAL TIPS FOR SCHOOL/DISTRICT LEADERS

- Identified learning needs drive administrator professional development
- Peer-led by 'Champions', expert-supported (e.g., curriculum department and others)
- Small-group sessions, bi-monthly
- 'Champions' don't need to be experts, but willing to learn and lead learning
- Importance of data: before, during, and after
- Dedicated time to meet (standing agenda item at Regional meetings)
- Take-aways for administrators to bring back and implement in their own schools
- Model can be scaled up to be used for other administrator-led PD (e.g., school/district improvement)