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Professional Development Plan

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ED 6378 Integration of Technology into Curriculum

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Professional Development Plan

Introduction

Technology integrated teaching has become common practice in most classrooms yet teaching how to properly use technology is not always practiced. “Technology-infused teaching does not always include teaching about appropriate and inappropriate uses of technology,” (Ribble, Bailey, Ross, 2004). Schools are moving towards more integration of technology, while providing more accessibility for students, which provides a need for learners to be educated on the proper uses of these technologies. As schools move towards increased access for students, teachers must provide the groundwork for students in becoming digital citizens. According to Kajeet, the four strategies needed for application of digital citizenship in the classroom are “taking advantage of available resources, modeling smart behavior, adoption of best practices, and making it a part of the whole,” (2022).

Purpose

The purpose of this professional development program is to establish foundational skills and provide a guide for educators and educational leaders to create positive digital citizenship within the classroom, allowing students to transition from digital natives to digital citizens. Zook defines digital citizenships as, “the responsible use of technology by anyone who uses computers, the Internet, and digital devices to engage with society on any level,” (2019).

Vision

My vision is to establish the terms and best practices of digital literacy and digital citizenship for educators to provide the tools necessary for effective learning in digital citizenship through collaboration and self-directed learning. Huntsville ISD has the vision statement of “All students thrive as lifelong learners and global citizens prepared for the futures they create”.

Professional Learning Roles and Responsibilities

Content Knowledge	Discuss how social media can be used for education purpose, and what digital citizenship is believed to be
Identify the Negatives	Determine issues with the use of social media in the classroom and how to use it for learning through collaboration with peers
Increased Use of Technology	Create time and space for social media networking for relevant learning experiences

Create Engagement Models	Create and provide models that show proper use of social media on a variety of platforms
Assessment through Feedback	Asses different platforms and its impact on the learner for future understanding

Learning Goals

The goals of this training include the following:

- Successful collaboration with peers through the use of technology to determine the importance of digital citizenship
- Determine proper use and application of social media in the classroom
- Understanding the importance of digital citizenship and digital literacy for post education success

Needs Assessment

Educators have a need for development in this area because the Southern Regional Education Board states, “While educators have known for some time that students needed these skills, it is only recently that state agencies have recognized their responsibility to ensure that students at all levels learn to comprehend and communicate digital information at varying levels throughout their education. This responsibility means laying the groundwork for digital literacy in the very early grades,” (SREB, 2018). It is critical that education adopts digital literacy standards created by ISTE’s National Educational Technology Standards to lay a foundation for digital literacy skills for curriculum to prepare students with skills needed to enter the workforce.

Educator Learning Needs

- Understanding the importance of digital literacy and citizenship
- How to use social media in education
- Integrating social media in the classroom
- Creating an online presence

Learning Model or Framework Design

The TPACK model, developed by Punya Mishra and Matthew Koehler, is a framework that helps educators account for multiple domains of knowledge (Content, Pedagogy, and Technology) and where

they intersect to teach effectively and engage students with technology. “ TPACK is the dimension of teacher digital literacy focused on the effective use of technology to teach specific academic content. The TPACK framework is useful because it not only describes the types of knowledge that are necessary for effective instruction in academic subjects, but it also clearly articulates the many kinds of knowledge that educators use in the complex task of teaching,” (Pacheco-Guffey, 2021). Through our professional development we will be using this framework to help guide in the planning for infusing digital literacy and citizenship into teaching.

Timeline of Development

Aug. 9, 2022 (PD workday)	Introduction to Digital Literacy & Citizenship Implementing social media Discussion
Oct. 7, 2022 (PD workday)	Implementation TEKS Reflection & Assessment
Jan. 4, 2023 (PD workday)	Discussion Modeling
Feb. 17, 2023 (PD workday)	Discussion Implementation Collaboration
Apr. 10, 2023 (PD workday)	Discussion Reflection & Assessment

Learning Tools

[Learning Tool Link](#)

Evaluation Plan

For proper evaluation and reflection of training, teachers will be asked to complete a survey at the end of each training for determination of proficiency in training, educator motivations, engagement, and interest, as well as student engagement.

Additional Resources

- <https://www.kajeet.net/resource/4-strategies-for-teaching-digital-citizenship/>
- <https://avidopenaccess.org/resource/increase-digital-citizenship-in-your-classroom/>

- https://blog.education.com/2019/10/23/how-to-teach-digital-citizenship-at-home/amp/?gclid=CjwKCAjwrZOXBhACEiwA0EoRD4JHr1vtrKtSbO49psyp8Su8Np-UN3aG4vB5Tt92DfhzamdQX-E6whoCXKoQAvD_BwE
- <https://eric.ed.gov/?id=EJ695788>
- <https://teachinctrl.org/>
- <https://www.ted.com/talks>
- <https://ikeepSAFE.org/resources/educator/>
- <https://www.commonSense.org/education/digital-citizenship>
- <https://www.teachersfirst.com/spectopics/digcit.cfm>
- <https://www.iste.org/explore/digital-citizenship/9-resources-teaching-digital-citizenship>

Works Cited

Southern Regional Education Board. (2018, February). 10 Issues in Educational Technology. Education Technology Cooperative. <https://SREB.org>

Ribble, M., Bailey, G., & Ross, T. (2004). Digital Citizenship Addressing Appropriate Technology Behavior. *Learning & Leading with Technology*, 32(1), 6–11.

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Zook, C. (2022, March 24). What Is Digital Citizenship & How Do You Teach It? Applied-Educational-Systems. Retrieved July 30, 2022, from <https://www.aeseducation.com/blog/what-is-digital-citizenship#:~:text=Digital%20citizenship%20refers%20to%20the,topic%20to%20teach%20today's%20students.>

Pacheco-Guffey, H. (2021, June). Cultivating Digital Literacy. NSTA. Retrieved July 30, 2022, from <https://www.nsta.org/science-and-children/science-and-children-mayjune-2021/cultivating-digital-literacy>