**Leadership Action Plan**

**Professional Development**

Professional development at my school should follow the vision that has been determined by the school technology and BLT teams. In addition, this vision will be guided via the IT and EBL departments at the district level. The PD should be tailored to the needs of the teachers using various survey methods to determine what apps, hardware, and training need to be purchased and/or developed. The PD also needs to follow sound research findings to ensure time and money are used wisely. As with any training, differentiation needs to occur to accommodate the needs of the different level of technology users. This training needs to be ongoing and have repeated offerings to ensure incoming and veteran teachers have the skills necessary to utilize technology within the classroom walls. The PD at my school should strive to engage students more while not placing undue burden on the teachers. As PD trainings occur, teacher should have minimal implementation requirements to ensure technology IS being implemented in each and every classroom.

 I am comfortable, to some degree, leading different professional development opportunities. I teach best with small groups of teachers who are truly interested in what is being taught. I become extremely frustrated teaching the whole faculty for the following reasons. First, the entire faculty may not want to learn what is being taught. These teachers tend to have side conversations that distract those wanting to learn. Second, many teachers do not have the entry-level skills to complete the task. These people become frustrated at the pace of the class. To get them up to speed, those with the prerequisite skills become bored and begin to have side conversations. Third, there are always computer issues, and I am not that great at problem solving why a computer is having issues. All of this creates so much chaos that I find I become agitated and snippy with my peers. Therefore, I should teach smaller groups of teachers to ensure everyone leaves happy and more educated! Maybe as I become more comfortable with small group instruction, I would reconsider teaching larger groups of peers. Besides actually teaching a PD class at my school, I am always willing to lead by trying new tools and sharing the outcomes. Many teachers in the building already come to me when they are having computer issues or have questions. I help them in whatever capacity I can. Finally, I would like to have a technology committee at my school and be a member on it. The Building Leadership Team makes the decision for the school. A separate committee should be created to research the technology needs of the school and make recommendations to the BLT team.

 I will need help in several areas. As I explained in the paragraph above, I am not good at large group training sessions. I need to learn management skills for guiding adults and keeping them focused. Utilizing the survey results when designing PD opportunities might eliminate some of the problems. Those needing basic computer skills could be asked to attend a prerequisite course to get them and computer ready, so the PD goes more smoothly. Learning to be a better cheerleader would also help! If teachers are excited about what is being taught, they might stay focused better. I need help establishing and enforcing faculty norms. Another area I need to continually improve is how to deal with computer issues. Having an IT assistance during any PD training is not very likely, so I need to improve my skills on fixing some of the most common computer issues. The last area I need help is staying abreast of the ongoing changes and innovations using technology. There is simply not enough time in my day to teach, stay abreast of the new apps and tools, and still have a life outside of work. I need to continue to take courses, work with the Ed Tech team, and collaborate with my network of colleagues to help keep in touch with the “real” world.

 There are several informal Professional Development platforms that would benefit my faculty and staff. First, teachers have a scarcity of time; so short, focused mini-lessons would benefit teachers. Instead of showing teachers several apps that do the same thing, teach them about the best app and how and why they should use it. Give them a brief overview on how it works. Let them go back and try it out in the classroom. A few days later, have another mini-lesson (< 15 minutes) to share some additional ideas on using it. Another way to introduce teachers to different apps and tools is to model one or two during a faculty meeting or EBL day. Seeing how a tool works and the benefits of using it before learning about it, increases motivation and a desire to take a risk. Finally, teachers need to see other teachers using technology. I for one have a difficult time envisioning what technology in the classroom looks like. Planning time for teachers to observe other classrooms is an important informal Professional Development opportunity. Even short video clips for teachers to watch of their peers would be beneficial.

 Well technology is not going away, so I will be continually developing my skills. As a lifelong learning, I plan to continue growing my network of colleagues. I will continue to use Social Media to expand my professional network. I now follow many teachers’ blogs via RSS. I have even begun to use Twitter more to follow some people who keep abreast of all the technology changes. I also have begun to follow some teachers using Pinterest. I will continue to work with my Ed. Tech to learn about new tools and apps. As new district courses become available, I will enroll in them. I will continue to utilize the tools on the Internet. The k12online Conference opened my eyes to what can be available online. In summary, I plan to become more global, so I can learn from others.