



BOXLIGHT WEBINAR SERIES

Teacher Choice=Teacher Success: How Personalized PD Keeps Teachers Learning

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Presenters:

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Recording Link:

<https://mimio.adobeconnect.com/p732f14cqvwel/>

Webinar Questions and Answers

Q: Your strategic plan focus areas lend to the learning community that you currently have. Based on these areas, how many of your students actually go on to college?

A: We examine our Clearinghouse data each year. After graduation, approximately 50% go on to some type of college. After one year out, that number increases to about 55%, and increases as high as 60% at two years out. Breaking those numbers down, about 20% attend a four-year college while about 40% attend a community college.

Q: How do you approach reluctant teachers who are not enthusiastic about using technology in their classrooms?

A: There are various strategies to help bring teachers on board. Professional learning communities (PLCs) as well as other colleagues can have a big impact and help establish accountability. PLCs are a great way to encourage and engage all teachers at all levels. Support can be provided through modeling, observation, as well as professional development specialists/coaches to help assist teachers. Also important are the conversations about equity for our students—how we can ensure that we provide equitable learning environments in each classroom. In addition, each teacher is responsible for creating a measurable professional goal with the coaching of an administrator. If technology is a weak area, this is an ideal opportunity to work with a teacher. Teachers are encouraged to start small and build with what they are already comfortable with. A good professional development plan can help push a teacher out of their comfort zone with the right support.

Q: Is the system described open to students with disabilities?

A: Yes. We serve all students with all learning needs. There is a push to have integrated classrooms. We work with teachers to find ways to make learning as inclusive as possible, allowing differentiation of lessons to provide a seamless experience. There is a full inclusion model that is utilized and we rely on a co-teaching model helping students acclimate and be successful in all environments.

Q: When is the most efficient time for teacher collaboration?

A: A strategy that has been the best and most powerful for us has been Late Start Wednesday, which provides dedicated time to collaborate. This dedicated in-service time—whether virtually or in-person—giving teachers choice when they register has been a game changer. Professional development playlists or micro-credentials have been created. These have been successful as they provide choices for teachers in which activities they participate in making it more relevant to them. In addition, finding like-minded people to collaborate together, whether virtually or in-person, across different campuses can build a very beneficial model of improvement.

Q: Do teachers have common planning time or do they meet after school?

A: This would vary depending on the school and the schedule. In smaller schools, it is easier to build a common planning time into a master schedule. In larger schools, it may be more challenging to get everything to mesh together. Teachers do appreciate having the option if it's available as it provides additional time to collaborate, reflect, and evaluate.



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