Project 1: Seesaw Technology Implementation

Nicholas Gurrieri

EDU 628: Educational Technology Leadership

Dr. Peter Madonia

Introduction

Educators have had to adapt significantly to a post pandemic educational landscape. One of the biggest questions they have tried to answer is how to increase student engagement, improve learning outcomes, and create meaningful learning experiences in sub-optimal learning conditions. Technology has been a reliable resource to remedy this common problem. One of the most useful technologies to emerge during the pandemic is a popular app called SeeSaw. SeeSaw is a digital classroom portfolio and learning management system that allows students to interact with learning activities, share work with their peers and parents, and has a "journal" mechanic that functions similar to a social media "news feed", where students can comment and "like" each others work or provide feedback. . Seesaw is used by over 10 million teachers, students, and family members every month across more than 75% of schools in the U.S. (Seesaw, 2021).

Vision of Professional Training

The intended goal of this professional development is for teachers to become well versed in the use of Seesaw in order to create learning activities using all of SeeSaw's unique features, and facilitate its use in upper elementary grades. I envision this professional development to give teachers new ways of supporting students in the upper elementary grades and allow them to make activities that will not only make students more engaged, but allow them to develop the skills to use technology more effectively.

Intended Audience, Delivery Method, and Rationale

The intended audience for this professional development is teachers in grades k-6 in my district. The reason why this professional development is being administered to this wide of an audience is because the k-3 educators in my district have experience with Seesaw, but the upper elementary grades have little to no experience with it, and have elected to use Google Classroom as their main learning management system. Our school has a large population of students who use various assistive technology or accessibility features that Seesaw easily provides and has embedded in their "Creative Canvas", and these are things that Google Classroom does not offer with the same level of ease. Additionally, in my conversations with other teachers in the district, some k-3 educators simply use SeeSaw as a means

to just put paper and pencil resources onto an online platform, but the potential uses for SeeSaw are so much more diverse than that. I also saw that many k-3 teachers abandoned its use midway through the year during our first year using it. The professional development administration method should be administered in a variety of different ways to support teachers in their use of this technology. According to recent data collected from researchers in the field of technology implementation within the classroom, teachers have reported a lack of time to develop technology expertise (Schrum, 2011). However, it is worth noting that professional development opportunities do not have to be lengthy ordeals that take significant time away from instruction. In-service days are effective when used wisely, but there are a myriad of other professional development opportunities that can be embedded during the regular school days or before the school day, such as a using 5 minutes for monthly staff meetings to allow a staff member to share their experience using a specific technology, using online Professional Learning Communities, conferencing with teachers, and providing workshops on how to use the technology (Shrum, 2011). This professional development will include one teacher in-service day to onboard upper elementary school teachers to the platform and allow k-3 educators to have time to develop learning activities collaboratively. It will also include conferencing with k-3 educators and school administrators within each building to encourage conversations about how to best use the platform in the classroom. Also, 5 minutes of faculty meeting time each month will be devoted to a "Tech Time" discussion where 1 teacher from each school will share their success with a particular idea that they tried with the platform. The professional development will also include one workshop provided to special education teachers from each grade level at each school to discuss SeeSaw's different accessibility features and allow teachers time to experiment with them and create differentiated learning activities for them.

References

Schrum, L. (2011). Considerations on educational technology integration: The best of JRTE.

Eugene, OR: International Society for Technology in Education [ISTE].

SeeSaw. (2021). *About us*. Https://Web.Seesaw.Me. https://web.seesaw.me/about