

Southern Utah University
Educational Leadership Program
Administrative Project Implementation Plan

Tutorial

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Through the submission of this assignment, I declare that it is my own work and that it has not been nor will it be submitted in a different class.

The completion of this assignment is a required activity in order to pass this course and fulfills the 10 hour internship experience for this course. Use this template for completing and submitting this assignment.

1. Name of Project: (In just a few words, create a descriptive name that explains the basic concept of your project. The problem should be the same problem from the Problem Statement Assignment – Part 1.)

Canvas Implementation Plan for Merit Academy

2. Detailed Description of Project: (Include plenty of detail so that anyone reading this will understand clearly what you intend to do.)

Goals: We intend to create a team of Canvas-savvy personnel at the school that can help lead out school-wide implementation of this LMS / Learning Management System this upcoming school year (2020-2021). This team, aka the “Canvas Crew,” will be meeting once a week with the Canvas Liaison team the rest of this year (2019) and learning the ins and outs of managing Canvas at our school (tech support, who is responsible for what, how to create new classes, add students, etc.). Ideally this team will have 4-5 members of the faculty involved, though currently only 2-3 have actually shown sustained interest.

We also plan on having each member of the Canvas Crew roll out at least one (1) Canvas-enabled class this upcoming semester (Spring 2020), in order to field-test the LMS in our school with our students. This will enable testing of bugs and any other issues that may arise, and allow us to determine if / how Canvas will fit in with our school and classroom goals / objectives. Assuming all goes (relatively) well, we will then create and then implement a professional development program during the summer (and get more people trained to join the Canvas Crew) which will work to help train the remainder of our faculty to create a Canvas-enabled / blended classroom of their own in preparation for the 2020-2021 school year.

The goal is that each teacher will have at least one (1) Canvas-enabled classroom for the Fall 2020 semester, and another for the Spring 2021 semester, with more training as needed during Summer 2021, in order to have all teachers convert all classes to having a Canvas-based blended element by the following school year (2021-2022). However, this may need to be improvised as time goes on and experience dictates. This timetable will be frequently reevaluated.

3. Purpose and Rationale of Project: (Why did you choose this problem/project?)

We at Merit Academy have been wanting to create a landing platform that makes accessing class material, grades, homework, etc. easier and more palatable for both teachers and staff. While many of our teachers use some favorite methods (websites, like Weebly.com, or Google Classroom, etc.), there is a distinct lack of continuity among these various tools and formats. As I have observed this issue among classes, I have also been taking classes via LMSs (like Canvas) over the past 3 years, and they work really well, while still allowing a great degree of autonomy that gives teachers license to create online or blended classrooms in whatever format suits their needs.

I am not the only one that has made these same observations. We had a meeting last year, and looked into a few options for utilizing an LMSs or perhaps something else that would help us meet the needs of both our parents, students and teachers. We decided that Canvas was an option worth investigating, but with the many time constraints we all had and other pressing issues, this was delayed and put on the back burner.

When this school year started, I communicated to the administration my desire to assist with such an effort, and along with this assignment, I felt like both fit hand in glove with each other to accomplish my own personal goals in class, helping my school accomplish a needed change, and making my own classes and interaction with students more appealing and better organized. My director and assistant director were nearly gleeful to hear of my interest in taking on this burden, because they had truly been struggling to get things going and to make sense of the entire thing. I have a natural knack for trying and exploring such things, because I believe that staying current with technology and tools is crucial for my teaching and my students, so I was happy to assist.

4. Learning Objectives/Goals: (What SPECIFIC concepts from this course do you plan to learn from doing this project? What course related question/s do you want to answer?) [SMART](#) Goals*

I believe that this goal fits well with the objectives of this course, which is focused on “leadership with technology,” as the title suggests. I believe that by volunteering to take on this important goal, that I can help lead all of our staff towards a better way of presenting ourselves as a school to our students and parents, and making life easier for all involved by utilizing a robust LMS such as Canvas.

**I looked to our syllabus and class introduction for more help on this question, but there wasn't much to go off of. I believe that by providing a more clear syllabus with detailed goals for this course might help future students (such as myself) answer this question better, and also would give them more clear guidance on the objectives of this course and what role they play in such learning.*

5. To facilitate your project, complete a DETAILED, step by step Implementation Plan to follow for each of two solutions. Your Implementation Plans should be several pages long to be detailed enough. Think of it this way: If you gave your Implementation Plans to someone else, for example- your assistant principal, would (s)he be able to complete the project? Templates for the Implementation Plans follow.
6. Obtain a critical friend review and describe alignment to standards. Instructions and the template are included just before the grading rubric on the last page of this document.

Implementation Plan – Intervention/Solution #1

Describe Solution #1:

*In order to create a more uniform landing platform for student and parent access to class material, grades, etc., as well as creating a system that all teachers can utilize for classroom organization, we are putting into action the **Canvas Implementation Plan** and training and creating a “Canvas Crew”*

Describe the anticipated outcome, result, and/or product:

*Ultimately, we want to have all of our teachers, staff, students and parents (eventually) trained in not just bopping around Canvas, but in its use and creation. We hope to have, by 2021-2022, **all teachers and all classes** utilizing this for blended-style classes. It will be a long process, but we will eventually get to the point where all parents know that the best place for them to access class materials, grades, discussions, and so forth, will be at our Canvas landing pad. This will lead to a more uniform online experience for our students and families.*

Identify all stakeholders & explain how directly each individual / group may be affected by the solution:

Stakeholders:

Students & Parents: A universal blended-learning classroom experience via Canvas will allow all students a one-stop-shop environment to access class materials, discussions, grades, etc., thus simplifying their interaction with class online. It will also assist in allowing all parents to help their students by presenting a united front for parents to view their students’ work and grades, simplifying their efforts to help their students be successful.

Staff & Teachers: Learning how to use Canvas will not only create a convenient place to introduce all such class material to our students, but can also be a convenient way for the teachers and staff to organize their material in an online format. Additionally, once created, it is quite simple to copy a course, reuse it in a different period or for a different year, and so on. You can also create a simple class template that can be copied and then modified.

Additionally, it can be a useful tool not just for our own classes, but also for staff development, being utilized for teacher learning modules, trainings, etc.

Describe the anticipated skills and behaviors the participants may exhibit during the implementation or as a result of the solution:

When completed, teachers will be fully versed in how to create a multitude of various classes, and selectively implement a variety of different classes and tools on Canvas. They will have an online Canvas presence for each class.

Parents and students will also be able to access all of their classes via Canvas, and be able to see all their material & such in a “one-stop-shop” approach. This will simplify their experience with Merit, and hopefully help draw more students to the school as well.

<p>Which aspect/s of the problem does this solution address or solve?</p> <p><i>The biggest issue of course is that the students and families had so many different points of access to address, depending on what classes they were in, etc. Many teachers used a variety of websites (Wordpress, Weebly, etc.) as well as other online tools (Kahoot, Edmodo, Google Classroom, etc.), and this is confusing to say the least. Additionally, their ultimate grades are on a separate system, aka Aspire. With Canvas, they ought to be able to see all of that in one place.</i></p>			
<p>Activity Activities should be listed chronologically and include sufficient detail that any reader would be able to implement it.</p>	<p>Timeline (Include specific dates)</p>	<p>Notes/ Resources/<u>Tools Created</u> (Phone #'s, websites....)</p>	<p>Is this activity specifically related to the content of this course or your learning objectives? If so, explain how using terminology from the course.</p>
<p><i>Intro & Registration</i> for all teachers interested in the Canvas Crew (anyone else is of course welcome to join for the next month or so, but after that they'll have a hard time making it).</p>	<p>10/8/19</p>	<p>Mr. Wright - Social Studies Ms. Literski - Math Ms. Wilson - Science Mr. Hall - English (Mr. Buckley - CTE; absent that day) Notes each week found here: <u>NOTES</u></p>	<p><i>This step will allow us to know which teachers are interested in “routinely and rigorously [helping] identify, evaluate, and apply emerging technologies as they relate to teaching and learning” (MTST D3.1), and utilizing them as early adopters and trainers of Canvas for the remainder of the school’s teachers</i></p>
<p><i>Discuss Canvas exploration last time, and address questions</i></p> <p>Goal for next time: Have a syllabus with objectives included within your test class; Discuss KBD (Knowledge Based Document)</p>	<p>10/15/19</p>		<p><i>In this case, teachers are “develop[ing] tools and online content (e.g., web pages, blogs, wikis, mailing lists) for instruction and communication among students and faculty” (MTST D3.3)</i></p>
<p><i>Peer-Review the Syllabi</i></p> <p>Goal: Spend next two weeks on first module, and come up with some troubleshooting suggestions / finish the KBD</p>	<p>10/29/19</p>		<p><i>This will allow teachers to “plan and implement collaborative projects with other classrooms or schools using interactive tools (e.g., email, discussion forums, groupware, interactive websites, VoIP, videoconferencing).” (MTST D3.5)</i></p>

<p>Peer-review first modules, as well as compile troubleshooting Q&A Goal: Finish second module by next time</p>	<p>11/12/19</p>		<p>As teachers peer review others' classes, they are "distinguish[ing] between effective and ineffective design and presentation in electronic format (e.g., websites, multimedia, charts)" (MTST D3.7)</p>
<p>Peer-review second modules, and Goal: Continue working on further modules / class development, and begin exploring teacher trainings for the summer (i.e. https://uis.georgetown.edu/canvas/, UEN & Canvas, etc.)</p>	<p>11/19/19</p>		<p>All members will be "design[ing] and deliver[ing] effective staff development in technology and its integration into the curriculum" (MTST D3.9)</p>
<p>Review materials and resources, and compile together a list for summer teacher training Goal: Finish test class for next semester</p>	<p>12/3/19</p>		<p>This will continue building off of previously addressed standards, including: MTST D3.1, 3.2, 3.3, etc.</p>
<p>Peer-review courses; get classes all ready for initial Canvas rollout next semester</p>	<p>12/10/19</p>		<p>“ “</p>
<p>Discuss student feedback on initial enrollment (making sure that all teachers have access, and seeing how things go)</p>	<p>1/7/19</p>		<p>“ “</p>

Implementation Plan – Solution #2

Describe Solution #2:

After having tested a class as a member of the Canvas Crew, we are ready for the next phase: train the rest of the teachers / staff / students etc. on the Canvas LMS

Describe the anticipated outcome, result, and/or product:

Teachers at different skill levels will have access to one-on-one training and assistance as needed to create and utilize the Canvas LMS, and overcome any possible LMS roadblocks that we may face.

Identify all stakeholders and explain how directly each individual or group may be affected by the solution:

Trainers as well as teachers are the main focus, and indirectly the students and parents will benefit as well.

Describe the anticipated skills and behaviors the participants may exhibit during the implementation or as a result of the solution:

Teachers will be much more fluent in utilizing the Canvas LMS, as well as managing and utilizing the various aspects that Canvas offers (i.e. discussion boards, grading, creating and using online rubrics, etc.)

Which aspect/s of the problem does this solution address or solve?

Stay current technologically and organize materials for class.

Activity Activities should be listed chronologically and include sufficient detail that any reader would be able to implement it.	Timeline (Include specific dates)	Notes/ Resources/ Tools Created (Phone #'s, websites....)	Is this activity specifically related to the content of this course or your learning objectives? If so, explain how using terminology from the course.
1. Intro to Canvas PD & meet trainers Goals: Have teachers sign up with a Canvas trainer, and that will be their go-to person for setting up their Canvas website for their first class (1 for this Fall semester, another for Spring)	Last couple of weeks of the school year (perhaps the last second-to-last faculty meeting of the year)	TBD	This step will allow teachers to begin “identify[ing], evaluat[ing], and apply[ing] emerging technologies as they relate to teaching and learning” (MTST D3.1), with assistance from Canvas trainers
2. Teacher - Trainer Consultations	Either same day or the following week		“ “

<p>3. Schedule out Summer School Summer Office Hours (beginning and ending of the summer)</p>	<p>Beginning / End of the summer</p>		<p>Teachers will be “plan[ning] and implement[ing] collaborative projects with other classrooms or schools using interactive tools” as they began using zoom and meeting to further develop their Canvas classes (MTST D3.5).</p>
<p>4. 1-on-1 meetings between trainers and trainees as needed / requested</p>	<p>(scheduled throughout the summer)</p>		<p>“ “</p>
<p>5. Peer Review each others’ Canvas courses (this should be completed prior to the PD at the end of the summer)</p>	<p>August 10-17 (2020)</p>		<p>“ “</p>
<p>6. Trainers will meet with trainees as needed to verify and facilitate the creation of their second Canvas / Spring class</p>	<p>Due by Jan 1 2021</p>		<p>“ “</p>
<p>7. Trainers will meet up once a month to see how teachers are doing with current completing full Canvas class loads Canvas crew will meet up regularly to check on implementation.</p>	<p>Jan - May 2021</p>		<p>All teachers will be “design[ing] and deliver[ing] effective staff development in technology and its integration into the curriculum” to their students (MTST D3.9).</p>
<p>8. Continue summer office hours, 1-1 trainings as needed, etc. Note: all new teachers will be assigned to a trainer, to work with and make sure they are up to speed for the Fall.</p>	<p>June-Aug, 2021</p>		<p>MTST D3.5, 3.9</p>
<p>8. Peer Review each other’s Canvas courses (ALL courses should be completed prior to the PD at the end of the summer)! Woot!</p>	<p>Aug 10, 2021</p>		<p>“ “</p>
<p>10.</p>			
<p>11. (Add as many lines as needed.)</p>			<p>(Activities must be completed by the assignment due date.)</p>

Critical Friend Review and Alignment to Standards

Before submitting this assignment, follow the directions for obtaining a critical friend review from a classmate. The grey areas are to be completed by the critical friend. Expand the cells in the table as needed.

Knowledge of alignment with standards is a critical aspect of your preparation for licensure. Follow the directions of your instructor regarding the standards to focus on in this course. You will probably be asked to **select one Praxis Category AND either a UELS standard OR an PSEL standard**. The first standard for each will be provided by your instructor.

Praxis Topics:
Utah Effective Leadership Standards UELS:
Professional Standards for Educational Leaders - 2015

Praxis Alignment				
<u>Praxis Category #</u> (not Topic)	Brief Description of Praxis Category	Activity from Action Plan	Explain how this activity is aligned with the standard.	Observation from Critical Friend
1. II. Teaching and Learning	B. Rigorous Curriculum and Instruction. Identifies and uses rigorous research- and data- based strategies and practices in ways that close opportunities and achievement gaps. Leads staff in implementing strategies and monitoring effectiveness to close opportunity and achievement gaps.			
2. Learner selected Category:				
UELS Alignment				
<u>Standards</u>	Brief Description of Standard	Activity from Action Plan	Explain how this activity is aligned with the standard.	Observation from Critical Friend
1. STANDARD 3 Creating and Sustaining Productive Relationships	Indicator 1 Administrator demonstrates a welcoming, respectful, and caring environment and an interest in adults' and students' well-being to create a positive affective experience for all members of the school community.			

2. Learner selected standard:				
PESL Alignment				
Standards	Brief Description of Standard	Activity from Action Plan	Explain how this activity is aligned with the standard.	Observation from Critical Friend
1. Standard 3: Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.	A. Ensure that each student is treated fairly, respectfully, and with an understanding of each student's culture and context.			
2. Learner selected standard:				
Critical Friend Review				
Name of Critical Friend:				
General/Overall Comments on the Action Plan from the Critical Friend:				

Grading Rubric: Points may vary depending on the instructor’s grading system. This rubric shows two possible examples. The instructor will create and use a rubric in Canvas that, when full credit is earned for this assignment, will constitute about 20% of an overall A grade in the course, regardless of the point system used.

Admin Project Implementation Plan	Not Met	Met	Exceeded
Points	0-5	6-8	9-10
Analysis of Submission	<p>While the Implementation Plan may address all prompts, there is not sufficient detail for the readers to fully comprehend clearly what the solution, product, or activities are.</p> <p>The plan may not provide clear learning outcomes, or adequately describe their alignment with the course, standards, or activities within the plan.</p> <p>There may be little or no evidence of a collaborative critical friend review.</p>	<p>The Implementation Plan addresses all prompts with enough detail for the readers to fully comprehend what the solution, product, or activities are, but the readers may be left with additional questions about what will happen.</p> <p>Learning outcomes are included, but may not demonstrate new learning for the student, and may not be specifically aligned with the course, standards or activities.</p> <p>It is evident that the critical friend received the plan with sufficient time to conduct a thorough review.</p>	<p>The readers are able to clearly comprehend all aspects of the Implementation Plan, its alignment with the course and standards.</p> <p>Stakeholders and their anticipated behaviors are clearly considered in the implementation.</p> <p>Learning outcomes are rigorous and clearly demonstrate new learning opportunities for the learner.</p> <p>There may be evidence that the learner has made adjustments in response to suggestions by the critical friend.</p>