

**Assignment 4: Defining a Professional Development Experience**

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## **Introduction**

Technology has been moving rapidly since the Covid-19 Pandemic took place. When schools went to remote teaching, several used Google Workspace, especially Google Classroom, to teach their classes remotely. Google Workspace (G Suite for Education) is one of the most popular learning management systems (LMSs) for educators today. This LMS technology tool enables educators to integrate information and communication technology meaningfully into teaching and assessment while offering students opportunities to gain digital literacy skills.

Google Classroom streamlines processes like distributing materials and grading, and integrated apps facilitate key instructional strategies through creation and sharing. There are also tools to utilize elements like video communication on Meet or collective note-taking on Google Docs to mimic real-world team environments. Google Workspace also has tools for analytic data that will help in teaching.

This report highlights how Google Workspace has evolved from a convenient storage platform to an essential pedagogy component in the digital age. Teachers who capitalize on these available technologies will be better equipped to enrich student learning outcomes as classrooms progress to hybrid and blended environments. All professional development workshops will be in-person, and all related content will be accessible via a website that will be updated continuously. The link to the website is featured on page 22 of this report.

### **Phase 1: Preparation**

#### **Understanding Resistance to Google Classroom and Other LMSs**

The reluctance of teachers to adopt Google Classroom as a Learning Management System (LMS) can be attributed to several factors. A primary concern is the perceived increase in workload. Burdened with diverse responsibilities like teaching, student support, and

committee involvement, teachers find integrating new technology like Google Classroom an additional strain (Iftakhar, 2016). This sentiment is echoed in the findings of Samarawickrema & Stacey (2007), who note that heavy workloads adversely affect the acceptance of new technologies.

Additionally, many teachers lack the training to use and integrate Google Classroom effectively into their teaching practices (Iftakhar, 2016). The absence of role-specific, ongoing professional development, crucial for successfully adopting such technologies (Gardner & Clarke, 2001), leads to a gap in understanding the purpose and pedagogical value of Google Classroom, thereby diminishing their motivation to use it.

Negative attitudes towards educational technology also play a significant role in this resistance. As observed by Iftakhar (2016) and Rogers (2003), some educators harbor skepticism about the efficacy of such technologies, viewing them as an unnecessary complication in the teaching and learning process. Concerns about data privacy and the influence of technology on pedagogical approaches further contribute to their reluctance.

Teachers are also apprehensive about the potential for increased plagiarism and academic dishonesty in online environments (Gleason & Heath, 2021; Iftakhar, 2016). Considering that a significant percentage of college students admit to cheating at some point (Dick et al., 2003), teachers' concerns about inadvertently facilitating such behaviors are valid. While solutions like plagiarism detection software and scaffolding complex assignments exist (Sileo & Sileo, 2008), these concerns remain a significant barrier. Understanding these factors – workload increase, insufficient training, negative attitudes, and plagiarism concerns – is imperative in addressing and overcoming the resistance to Google Classroom and other LMSs.

## **Overcoming Resistance to Google Classroom**

Overcoming resistance to technology like Google Classroom involves a multifaceted approach that aligns with both teacher needs and the evolving capabilities of the technology. Key to this is the implementation of multi-modal, ongoing training. This could include skills-based workshops, virtual troubleshooting sessions, one-on-one coaching, and asynchronous tutorials catering to varying skill levels and schedules (Gardner & Clarke, 2001). The AI-powered features in Google Classroom, offering suggestions for relevant assignment materials and interactive video questions, can significantly ease the content creation process for teachers (Google Introduces Exciting Updates and AI-Powered Tools for Education, 2023).

Communicating the efficiency benefits of Google Classroom is also crucial. This involves highlighting the time-saving aspects of paperless workflows, progress dashboards, and reusable activities, now further enhanced by AI-generated analytics (Iftakhar, 2016; Google Introduces Exciting Updates and AI-Powered Tools for Education, 2023). Providing tangible examples through tip sheets and teacher testimonials can demonstrate the simplicity and effectiveness of these features.

Facilitating peer collaboration is another strategy to encourage adoption. Establishing shared drives, forums, and support groups led by early adopters can create a community of practice, reducing feelings of isolation among teachers facing difficulties with technology (Gleason & Heath, 2021). AI integrations in Google Classroom, like Read Along assessments, support differentiated learning and inclusion, addressing some resistance concerns (Google Introduces Exciting Updates and AI-Powered Tools for Education, 2023).

Addressing privacy concerns is the final piece of the puzzle. Clear communication about the security capabilities of Google Classroom, including its ad-free environment and enhanced

privacy through AI-driven user controls, can reassure teachers about data protection (Nath, 2015). By combining these research-backed strategies with the latest advancements in Google's AI, a comprehensive plan can be formed to shift teacher mindsets and encourage the widespread adoption of Google Classroom and other cutting-edge AI-powered tools across the district.

## **Phase 2 - Implementation**

### **Plan to Increase and Enhance Usage of Google Classroom in the District**

A comprehensive professional development plan has been formulated to increase and enhance the usage of Google Classroom among teachers throughout the district. The plan commences with the design of a pre-survey (Appendix B). This survey is constructed to assess various proficiency levels among teachers in using Google Classroom. It encompasses questions that range from basic to advanced features of the platform. The survey also allows teachers to self-assess their comfort levels with the learning management system.

Once developed, this survey is distributed through Qualtrics, ensuring easy access and broad compatibility. It is accompanied by an introductory email (Appendix A) and subsequent reminders to ensure a high response rate. A deadline will be established to allow for prompt analysis of the results.

Following the collection of survey data, a thorough analysis is conducted. Teachers are categorized into three groups based on their responses: beginners, intermediates, and advanced users. This categorization is essential to tailor the professional development sessions appropriately.

The professional development program is structured to cater to these varied proficiency levels, with specific schools designated as training hubs for each level. Schools like Kennedy, Horace Mann, and Fulton Annex are the training locations for beginners. Here, the focus is on

introducing the foundational aspects of Google Classroom. Schools such as North Bergen High School and Franklin School serve as training locations for intermediate-level students. These schools provide more in-depth training that builds on existing knowledge.

At the advanced level, training includes specialized workshops focusing on the AI capabilities within Google Classroom. This training is conducted at the high school, catering to teachers across the district who have demonstrated advanced proficiency in the platform. The plan also includes a feedback mechanism, enabling continuous assessment of the training's effectiveness and allowing for real-time adjustments.

This approach ensures that the professional development program is responsive, dynamic, and tailored to effectively enhance the teachers' ability to integrate Google Classroom into their teaching practices. All training will be in-person workshops across all schools. Staff will all have access to their own Chromebooks. Professional development staff will have access to Smartboards in each classroom. Elaborate details about the feedback mechanism and evaluation framework are featured later in Phase 3 of the report.

### **The Professional Development Series**

**Objectives:** Google Workspace in the Education Classroom/Field

- Enable teachers to create and organize Google Classroom courses to distribute assignments, communicate with students, and manage grading. Teachers will learn how to add students, create topics, post announcements and assignments, provide feedback, and customize course settings.
- Show teachers how to utilize Google Docs, Sheets, Slides, and Forms for collaborative classwork and projects. Teachers will learn editing, commenting, tracking changes, creating

different types of Google files, sharing access and settings, and integrating G Suite apps into lessons and activities.

- Demonstrate how teachers can use Google Drive for assignment collection, distribution of class materials, and collaboration. Teachers will learn about organizing folders and files, searching within Drive, uploading, sharing, and syncing content, and managing stored versions and revisions.
- Introduce Google Meet and Chat for virtual meetings, webinars, and office hours with students and parents and facilitate teamwork/discussion. Teachers will learn how to schedule and start video meetings, real-time chat/messaging, options for meeting participants and managing meetings and invites.
- Enable secure single sign-on access from any device to the Google Workspace using G Suite EDU accounts. Teachers will set up accounts, manage password policies, understand security and protections, and properly log in and out on web browsers and mobile apps.

### **Advanced Teacher Workshops**

#### **How Teachers Benefit from AI in the Google Classroom**

- Understanding AI Fundamentals

Educators should grasp the foundational concepts of artificial intelligence, including machine learning, natural language and processing, and computer vision, to better integrate AI tools into their teaching methods.

- Identifying Appropriate AI Applications

Educators should be able to identify and evaluate AI applications that can effectively streamline administrative tasks, automate repetitive processes, and enhance overall classroom efficiency.

- Customizing AI Solutions for Educational Contexts



Educators should learn how to tailor AI tools to address specific challenges in the education sector, ensuring that these technologies align with the unique needs of teachers and students.

- Promoting Data Literacy

Educators should develop skills in interpreting and using data generated by AI tools, fostering data literacy among teachers to make informed decisions and improve instructional strategies.

- Ensuring Ethical AI Use

Educators should be aware of ethical considerations in AI, including issues related to bias, privacy, and transparency, to guide the responsible use of AI tools in educational settings.

- Facilitating Collaboration and Professional Development

Educators should be encouraged to collaborate with peers to share insights and experiences regarding AI integration, fostering a supportive community for ongoing professional development in the realm of AI.

- Empowering Educators as AI Advocates

Educators should become advocates for the positive impact of AI in education, promoting awareness and acceptance among their colleagues, students, and parents.

### **How Students Benefit from AI in Google Classroom**

- Personalized Learning

AI tools can analyze individual learning patterns and preferences, allowing teachers to tailor instructional materials and methods to meet the unique needs of each student.

- Efficient Grading and Feedback

AI can automate grading processes, enabling teachers to provide timely and constructive feedback to students, fostering a more efficient assessment and learning cycle.

- Identifying Learning Gaps

AI analytics can help teachers identify areas where students may be struggling, allowing for early intervention and targeted support to bridge learning gaps.

- Enhanced Resource Accessibility

AI can assist in curating and recommending educational resources, ensuring that students have access to diverse and relevant materials that cater to their specific learning styles.

- Preparation for Future Careers

Teaching students about AI introduces them to valuable skills for the future job market, fostering a tech-savvy generation capable of leveraging AI tools for problem-solving and innovation.

- Promoting Critical Thinking

By integrating AI into education, teachers can encourage students to critically evaluate information, understand algorithmic decision-making, and develop a nuanced understanding of the ethical implications of AI.

- Global Collaboration

AI-powered communication tools can facilitate global collaboration among students, exposing them to diverse perspectives and fostering a sense of interconnectedness in the digital age.

- Preparation for Technological Citizenship

Educators can use AI education to instill a sense of responsible and ethical technology use, preparing students to be informed and responsible citizens in a world increasingly influenced by AI technologies.

### **How Parents/Guardians can Benefit from AI in the Google Classroom**

- Parents will be able to understand and identify how AI is used for driven assignment feedback, personalized learning path recommendations, and intelligent tutoring systems.

- Parents will be able to participate in hands-on demonstration modules focused on classroom AI capabilities such as writing revision assistance, or interactive concept-building exercises.
- Parents will be able to describe three considerations, safeguards, or policies schools should adopt to ensure AI is deployed responsibly and equitably with Google Classroom, particularly regarding student data privacy, inclusion, and algorithmic transparency.
- Parents will be able to utilize AI tools in the Google Classroom in aid when writing an email or letter to the staff/educators/administrators of the school district.

### **Agenda**

#### **Google Classroom Basics and Overview**

- Classroom Menu
  - Navigating the Menu, Settings and Notifications
- Setting up a Google Classroom
  - Naming Conventions, Selecting/Creating a Theme
- About Your Classroom
  - Locating Your Drive Folder, Class Location, Inviting a Co-Teacher, Adding Materials
- Students Tab
  - Adding/Removing Students, Emailing Students, Muting Students, Enabling/disabling comments, Resetting/Disabling Class Codes
- Classroom Stream
  - Announcements
    - Creating an Announcement, Attaching Resources, Copying to Multiple Classes
  - Assignments

- Creating an Assignment, Attaching Resources, Due Dates, Type of Assignment Functions (copies/view/edit), Locating Assignments in Drive (Teacher and Student), Turning in Assignments, Tracking Student Assignments, Late Assignments/Missing Assignments, Copying to Multiple Classes, Saving as Draft
- Questions
  - Poll the Group, Formatting Questions/Question Types, Adding Resources to Questions, Question Settings
- Reuse Post
  - Locating Post, Reposting to Classroom
- Managing the Stream
  - Pinning to the Top, Deleting Posts, Identifying and Posting Drafts, Comments

### **Phase 3: Evaluation - a Multi-Tiered Approach**

The Ohio ABLE Professional Development Evaluation Framework is the backbone of our evaluation strategy. It is a model that recognizes the multifaceted nature of professional development and the necessity of assessing it at various stages and dimensions (2010). It is rooted in the understanding that professional development is a continuous journey rather than a one-off event (The Ohio State University Center on Education and Training for Employment et al., 2010). As Zarrow (2020) emphasizes, effective professional development requires ongoing instruction over a significant duration. Research suggests that educators may require up to 50 hours of instruction, practice, and coaching to master and implement new teaching strategies effectively (Zarrow, 2020). This insight forms the basis of our evaluation framework.

Level 1 of the framework focuses on the immediate reactions of the educators. Here, tools like digital reflection journals (Gleason & Heath, 2021) and real-time polls are employed to

gauge initial impressions and responses to the training. This level is crucial for understanding the professional development content's initial acceptability and perceived relevance. Level 2 assesses the actual acquisition of knowledge and skills. This is where the duration and consistency of training, as stressed by Zarrow (2020), become critical because teachers need to understand what they need to do to effectively implement the content acquired from the PD. Level 3 examines how educators apply the skills and knowledge they have gained. Tools like peer observations, facilitator debriefs, and informal check-ins (Zarrow, 2020) provide valuable insights into the practical application and integration of Google Classroom techniques in teaching. Level 4 evaluates the long-term effects of professional development on student learning and program performance. This stage is vital in gauging the effectiveness of the training in bringing about tangible improvements in teaching practices and student outcomes, thereby fulfilling the ultimate goal of any educational professional development initiative.

By adopting the Ohio ABLE Professional Development Evaluation Framework, the evaluation process for the Google Classroom training is thorough, structured, and aligned with proven educational principles. It ensures that each critical aspect of professional development, from initial reactions to long-term impacts, is systematically assessed. This comprehensive approach, coupled with the insights from Zarrow (2020) on the necessity of extended and supported learning experiences, ensures that the professional development series is not just a series of sessions but a transformative journey for educators. This methodology promises to effectively enhance educators' proficiency with Google Classroom, ultimately enriching the educational experience for both teachers and students.

### **Conclusion**

Google Workspace for Education provides a robust set of tools to empower teaching and learning in the classroom. Gmail, Google Drive, Google Classroom, Docs, Sheets, Forms, and Slides allow collaboration and cloud-based access to work from any device. The addition of AI capabilities through services such as Search and Assist further enhances the Google Workspace for numerous recommendations, answers, and insights.

Educators must receive proper training to understand how to utilize all these tools in the classroom. Also, we as educators should understand that AI can mimic human teachers. However, we cannot replace real teachers with AI. AI allows teachers to have more meaningful student interactions. With thoughtful integration focused on real pedagogical needs, AI and Google Workspace can expand what's possible in education to help grow and nurture the leaders and innovations of education.

### **Annotated Bibliography**

Gleason, B., & Heath, M. K. (2021). Injustice embedded in Google Classroom and Google Meet: A techno-ethical audit of remote educational technologies. *Italian Journal of Educational Technology, 29(2)*, 26-41.

This article analyzes Google Classroom and Google Meet from a technological perspective to uncover assumptions about pedagogy, implications, and involvement in injustice in these technologies used for online education during the COVID-19 pandemic. Through an audit, the authors find that these platforms limit meaningful interaction, give students little agency, increase security and monitoring, and facilitate corporate data collection for students. They provide recommendations for improving online learning by teaching project-based learning approaches and investigating student and teacher experiences with educational technology.

Hussaini, I., Ibrahim, S., Wali, B., Libata, I., & Musa, U. (2020). Effectiveness of Google classroom as a digital tool in teaching and learning: Students' perceptions. *International Journal of Research and Innovation in Social Science (IJRISS), 4(4)*, 51-54.

This article examines students' perceptions of the effectiveness of Google Classroom as a digital tool for teaching and learning. A survey was conducted with 198 undergraduate students at Kebbi State University of Science and Technology in Nigeria. The findings indicate that students believe Google Classroom improves access to materials, increases attentiveness and critical thinking, allows for collaborative learning, and provides helpful feedback to both students and parents. However, poor internet connectivity hindered students from fully utilizing Google Classroom and submitting work on time. The authors conclude that Google Classroom

enhances the teaching and learning process, but universities need to provide reliable wifi networks.

Iftakhar, S. (2016). Google Classroom: what works and how. *Journal of Education and Social Sciences*, 3(1), 12-18.

This article examines the use and effectiveness of Google Classroom among teachers and students at Daffodil International University in Bangladesh. Through qualitative interviews, findings revealed that while some teachers and students find Google Classroom easy to use for content sharing and submission of assignments, barriers like plagiarism, internet connectivity issues, and lack of training limit education. The author recommends addressing these issues through plagiarism detection tools, pedagogical strategies, administrative support, and teacher professional development to enhance the quality of teaching and learning using Google Classroom.

Mohd Shaharane, I. N., Jamil, J., & Mohamad Rodzi, S. S. (2016). The application of Google Classroom as a tool for teaching and learning. *Journal of Telecommunication, Electronic and Computer Engineering*, 8(10), 5-8.

This study analyzes the effectiveness of using Google Classroom for active learning activities in a course at a Malaysian University. Using a survey and the Technology Acceptance Model framework, the study finds students are largely satisfied with Google Classroom in terms of ease of access, usefulness, communication, instruction delivery, and learning experience. The authors recommend integrating Google Classroom to enhance computer lab teaching and learning by facilitating content sharing, assignments, and student-instructor interaction.



Ni, L. B. (2020). Blended Learning through Google Classroom. *International Journal of Educational and Pedagogical Sciences*, 14(4), 215-221.

This paper discusses blended learning through Google Classroom and how it can benefit students and teachers. The authors argue that Google Classroom, a free web-based platform, supports blended learning by enabling paperless assignment distribution, collaboration, and communication between teachers and students. Features of Google Classroom outlined include assignment creation and grading, teacher-student interaction streams, and document storage and organization. The paper suggests that Google Classroom promotes self-directed learning opportunities for students. The highlighted benefits include cost savings, flexibility, expanded learning networks for students, and the ability for teachers to tailor materials.

Subandi, S., Choirudin, C., Mahmudi, M., Nizaruddin, N., Hermanita, H., & Hermanita, H. (2018). Building interactive communication with Google Classroom. *International Journal of Engineering & Technology*, 7(2.13), 460-463.

This paper analyzes the use of Google Classroom to build interactive communication between lecturers and students at an Indonesian university. The paper outlines key features of Google Classroom like paperless administration, content sharing, announcements, discussions, and assignments. The paper acknowledges that Google Classroom can increase lecturer-student interactivity, student engagement, participation rates, and potential learning outcomes.

Challenges like digital literacy gaps are to be looked over. In conclusion, the authors present Google Classroom as an effective online media for improving teaching and learning processes.

Ketut Sudarsana, I., Bagus Made Anggara Putra, I., Nyoman Temon Astawa, I., & Wayan Lali Yogantara, I. (2019, March). The use of Google Classroom in the learning process. In *Journal of Physics: Conference Series* (Vol. 1175, p. 012165). IOP Publishing.

This paper analyzes the potential benefits of using Google Classroom in Indonesian education to facilitate online and distance learning. It outlines key features of Google Classroom and proposes that it can enhance teaching quality, promote students' use of technology, save time, be eco-friendly such as saving paper, improve collaboration, allow timeless communication, and enable secure document storage. Challenges like digital divides will need to go into integration. In conclusion, the authors recommend Google Classroom as an effective learning management system for paperless administration, content sharing, personalized feedback, and student-teacher interaction.

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### **LMS Training Information**

**Pre-PD AI Survey:** [Pre PD AI Survey](#)

**Post Evaluation Survey:** [Post Evaluation Link](#)

**AI Professional Development Evaluation link:** [Evaluation](#)

**Website:** [Google Workspace for Educators](#)

[Google Workspace Evaluation](#)

## **Appendix A: Email Regarding Google Classroom Proficiency Survey**

**Subject: Invitation to Participate in Google Classroom Proficiency Survey**

Dear [School District] Staff,

As part of our ongoing effort to enhance educational technology integration, we are conducting a survey to assess proficiency levels with Google Classroom across our district. This initiative is crucial for maximizing the utility of this learning management system and designing targeted professional development programs that cater to your specific needs and expertise levels.

### **What is expected?**

**Complete the Survey:** A brief online survey will help us understand your current comfort and skill level with Google Classroom. The survey should take approximately 5 minutes to complete.  
**Deadline:** [Insert Deadline Date]

### **Why participate?**

**Tailored Training:** Your responses will help us create differentiated training sessions, ensuring that you receive relevant support aligned with your level of proficiency.

**Your Voice Matters:** This is an opportunity to express any specific challenges or needs regarding Google Classroom.

**Survey Link:** [Insert Survey Link]

Your participation is invaluable in shaping a more effective and efficient learning environment for our educators and students. We appreciate your time and commitment to continuous improvement.

Thank you for your cooperation and support.

Sincerely,

[Your Name]

[Your Position]

[School District]

## Appendix B: Pre-Survey

### Sample Pre-Survey for Assessing Google Classroom Proficiency

#### Title: Google Classroom Proficiency Assessment

#### Introduction:

Welcome to our Google Classroom Proficiency Assessment. This survey aims to understand your current level of comfort and skill with Google Classroom to better tailor our professional development programs. Your responses are crucial in helping us create a more effective and efficient learning environment. This is an anonymous survey and should take approximately 5 minutes to complete.

#### Section 1: Background Information

1. **School Name:** *(Dropdown: list of district schools)*
2. **Position/Role:** *(Dropdown: Teacher, Librarian, Administrator, Other)*
3. **Years of Teaching Experience:** *(Dropdown: less than 5 years, 5-10 years, 10-15 years, more than 15 years)*

#### Section 2: Experience with Google Classroom

4. **Have you used Google Classroom before?** *(Yes/No)*
  - **If yes, how long have you been using Google Classroom?** *(Dropdown: less than 1 year, 1-2 years, 3-4 years, more than 4 years)*

#### Section 3: Proficiency Self-Assessment

5. **Rate your overall proficiency in Google Classroom:** *(Likert Scale: 1 (Beginner) to 5 (Advanced))*
6. **Select the Google Classroom features you are comfortable using** *(Checkboxes: Posting assignments, Grading, Creating quizzes, Using the grade book, Integrating resources, Peer collaboration, AI tools).*

#### Section 4: Training Preferences

7. **Preferred type of training:** *(Multiple Choice: Hands-on workshops, Online tutorials, One-on-one coaching, Peer-led training sessions)*

#### Section 5: Additional Comments *(Open Textbox)*

**Thank you message:** Your input is essential in helping us design a professional development program that meets your needs and enhances our use of Google Classroom.