



SUBMISSION FORM

All submission forms must include the following information. Separate submission forms must be turned in for each eligible program. **Deadline: July 1, 2023.** Please include this submission form with the electronic entry. If you do not receive an email confirming receipt of your entry within 3 days of submission, please contact [Gage Harter](#).


PROGRAM INFORMATION

County: County of Henrico
Program Title: Job-Embedded Interactive Panel Professional Learning
Program Category: Information Technology

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Title: Deputy County Manager for Administration
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Program Overview

When supply chain issues delayed the installation of 1,500 new interactive panels in Henrico County Public Schools classrooms, the installation timeline moved from the fall semester to the winter semester. HCPS leaders redesigned and implemented a flexible, job-embedded professional learning plan to empower teachers to quickly gain proficiency to maximize the impact of the new innovative instructional technology starting the first day they receive the panels. The training plan focused on meeting teachers where they were, both in personal level of comfort with technology and through training at their school and in their classrooms. Each teacher received access to an "anytime, anywhere" online orientation course, a choice of live webinars with a trainer, "Day One" in-person support from an innovation coach in their classroom, and ongoing job-embedded support and training throughout the school year. Eighty-seven percent of teachers were satisfied or very satisfied with the professional learning, and 86% were satisfied or very satisfied with the interactive panel's positive impact on student engagement, collaboration, and learning outcomes. One teacher said, "I greatly appreciated the online panel professional development [training] that I completed ahead of time over a break. Also, the in-person support has been wonderful."

Problem/Challenge/Situation Faced by Locality

Henrico County Public Schools selected interactive panels for a significant classroom technology improvement project focused on increasing student engagement in learning. While intuitive, interactive panels were a new technology tool that required teachers' training and hands-on experience. HCPS planned to use the annual August teacher week to train and build teacher experience before the school year began. But when supply chain issues delayed the installations for the upcoming school year, the training plan needed to be redesigned. The school division had the problem of training staff in 75 schools to use a piece of technology equipment they would only have access to once installed — when teachers would need to use it immediately for teaching and learning.

How Program Fulfilled Awards Criteria

The Panel Professional Learning program meets the outlined criteria and should be considered for a 2023 VACo award for several reasons. First, the panel professional learning plan was an innovative program that modernizes the division's teaching staff and increases their ability to provide services to county residents with high quality instructional practices. Secondly, the

flexible, personalized approach fostered a significant upgrade in the working conditions and level of training for county employees. Additionally, the Innovative Learning staff, composed of education specialists and innovative learning coaches, played a significant role in developing and implementing the program as part of their official duties, with limited assistance from an outside technical consultant. But, primarily, the program is worthy because it recognized a challenge and redesigned and implemented a professional learning plan that empowered teachers and improved student learning. Without such a program, a whole school year's worth of innovative teaching and learning could have been lost to delays and interrupted schedules. The program allowed Henrico County schools to overcome a challenge and modeled design thinking for problem-solving for other school divisions and counties.

How Program Was Carried Out

Once it was determined that the installation of more than 1,400 new interactive panels would have to be rescheduled from the summer to later in the school year, a new flexible training and professional development plan needed to be developed. The school's Innovative Learning team, part of the HCPS Division of Learning, was tasked with training and instructional support for the new display technology. The group started by establishing several vital objectives. The primary objective was to design professional learning that empowered teachers to be "day-one" ready, knowing that new panels would show up in their classrooms one morning and teachers would need to teach with the latest technology from the very first day. Secondly, the training would provide flexible, job-embedded professional learning opportunities that met teachers where they were, in the comfort of their schools. Additionally, the team planned to be there with teachers on day one to provide in-person support in each classroom to ensure the continuity of student learning. Finally, the professional learning team set out to go beyond the typical "spray, pray and walk away" one-off professional development by providing ongoing support and training.

Because the panel installation was delayed until the school year, the new interactive displays could only be installed after school day hours. So typically, the installation of 20-25 panels took one evening. This meant four to five schools a week had their new displays installed each night. More than 70 schools and programs stretched the installation out over several months. An installation schedule was developed — first at all high schools, then middle schools, and finishing with elementary schools. Once the schedule of specific schools was set, the Innovative Learning team leading the professional learning plan had an idea of when each school would need the training to begin, day-one support, and ongoing training and check-ins.

The plan divided the support into five phases over the time frame. The planning team decided on a “two-week-out” model for professional learning. A school would begin preparing their teachers about two weeks before their school's installation night and “Day One” of teaching with the panels.

Five Panel Professional Learning Phases

1. School Kickoff
2. Before Day One Prep
3. On Day One
4. After Day One
5. Additional Learning Opportunities

School Kickoff: From 2 weeks out until day one

In the lead-up to the start of the school year, it was important for schools to engage with their teachers and build a robust professional learning community. The principal and innovative learning coach collaborated to inspire and engage teachers receiving panels to achieve this. The innovative learning coach works with the school team to review the staff's professional learning plan, roles, and communication needs. The principal communicates with staff, sets goals and expectations, and identifies the Innovative Learning coach as the panel professional learning school lead. To ensure a smooth start, the Principal, innovative learning coach, Technology Support Technician, and Construction and Maintenance staff review the panel placement spreadsheets and collaboratively complete the additional information portion. The innovative learning coach invites teachers to the school-based panel 'home base' and any other instructional groups/teams needing support. They also schedule "test drive" sessions and share other professional learning opportunities with staff. Finally, the innovative learning coach initiates a professional learning plan at the school, monitors attendance and progress, and prepares for installation and day one. By following these recommendations, schools ensure a successful start to the academic year and build a robust professional learning community.

The recommendation was for teachers to complete two professional learning opportunities before the first day of school to ensure teachers were proficient in using panels for instruction from day one. These options include an online orientation course called "Panel Driving School" and a course on HCPS' learning management system, Schoology. Teachers who complete two or more opportunities receive a "Panel Learner's Permit." An innovative learning coach tracks professional learning points and submits them to the professional learning team in June. Additionally, teachers

can participate in an in-person guided training called the "Panel Test Drive." Additional resources were available for teachers, including the Henrico [PK-12 Panel Skill Progression](#) and the [Challenge Cards Activity](#). By completing these options, teachers will be well-prepared to use panels for instruction and enhance their students' learning experience.

The next phase of the professional learning plan is to successfully substitute new technology into the classroom with minimal disruptions to learning. On the first day of using the panels, the goal is to ensure successful integration by having the innovative learning coach (ILC) visit each classroom and provide support through a getting started checklist and a panel inspection sticker. The ILC can answer questions throughout the morning, and teachers receive recognition for completing the inspection. The goal shifts towards integrating technology into daily instruction to transform students' learning experiences, moving beyond the first day. The ILC offers "Panel Pit Stops" within the first week of use to help teachers set up profiles on the panel, troubleshoot issues, and answer questions. After three months, the division offers virtual and in-person professional learning sessions for teachers to continue developing their skills with the panels beyond the day one ready level and earn their "Panel Drivers License." After six months, the division offers an advanced professional learning opportunity to expand its expertise in integrating the panel and earn a "Panel Pilots License." Integrating these levels of learning allowed teachers to showcase their proficiency and receive recognition for their achievements.

Extended learning opportunities provided ongoing learning and experiential opportunities for teachers throughout the year, aimed at enhancing their skills in utilizing the panels and software. These additional opportunities go the extra mile to support teachers' growth by offering two independent, self-paced online certification programs: the [Promethean Certified Teacher Program](#) and [Teaching with Your ActivPanel](#). Through these programs, teachers can showcase their proficiency in using the panels and software by earning a Promethean Certified Teacher badge, which serves as a recognition of their achievement. The goal is to empower teachers with additional options for learning and development, so they can continue to enhance their skills and provide better learning experiences for their students.

Financing and Staffing

This program needed to be designed within the standard operating cost of the Innovative Learning team's salaried time. In effect, the program did not require additional funding to implement. The role of innovative learning specialists and innovative learning coaches is in part to design and implement professional learning for teachers and leaders to integrate technology and promote

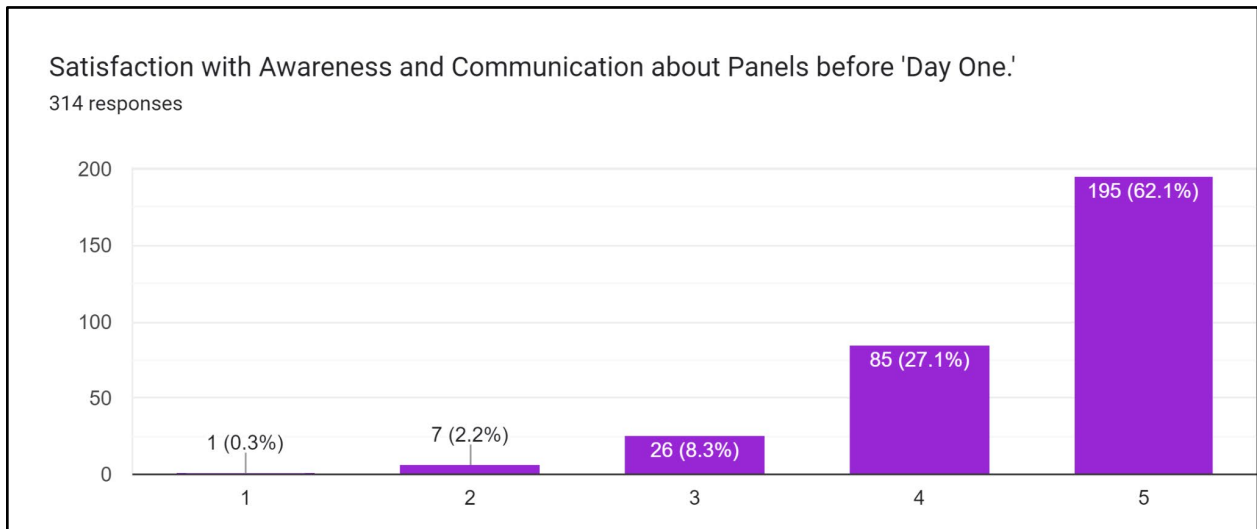
innovation. This project fits nicely with the role of the department. Specialists helped coordinate ILC training and divisionwide project elements, such as the online orientation course and live webinars. ILCs were empowered to coordinate and lead the adult learning effort at their school(s), including in-person training, in-classroom visits and local record-keeping training. This work fell into the regular contractual hours for the employee group supporting the program and thus did not incur additional operating or capital costs.

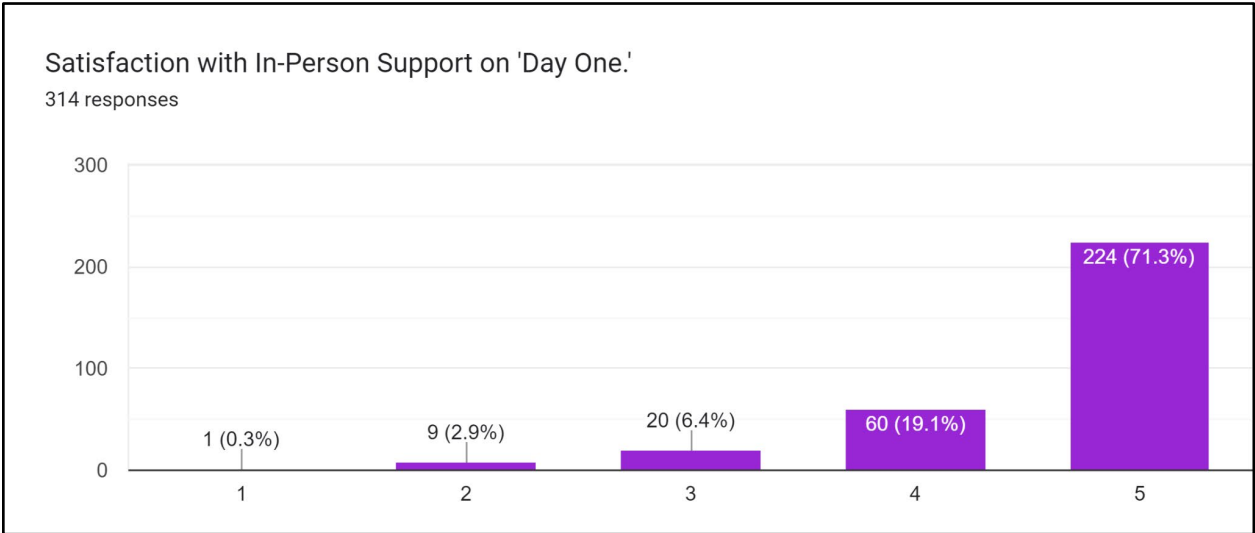
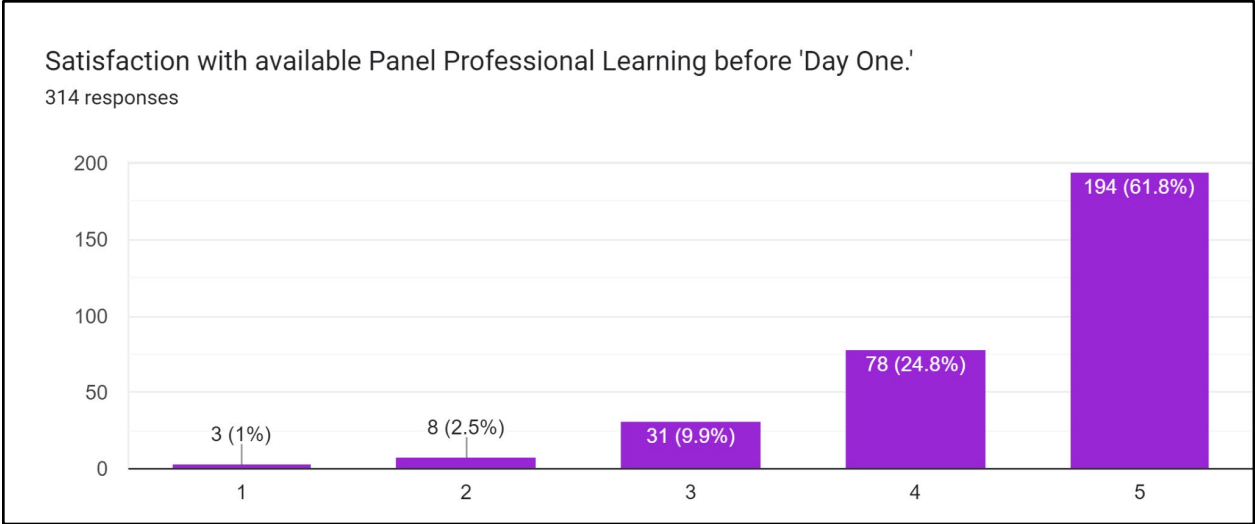
Program Results

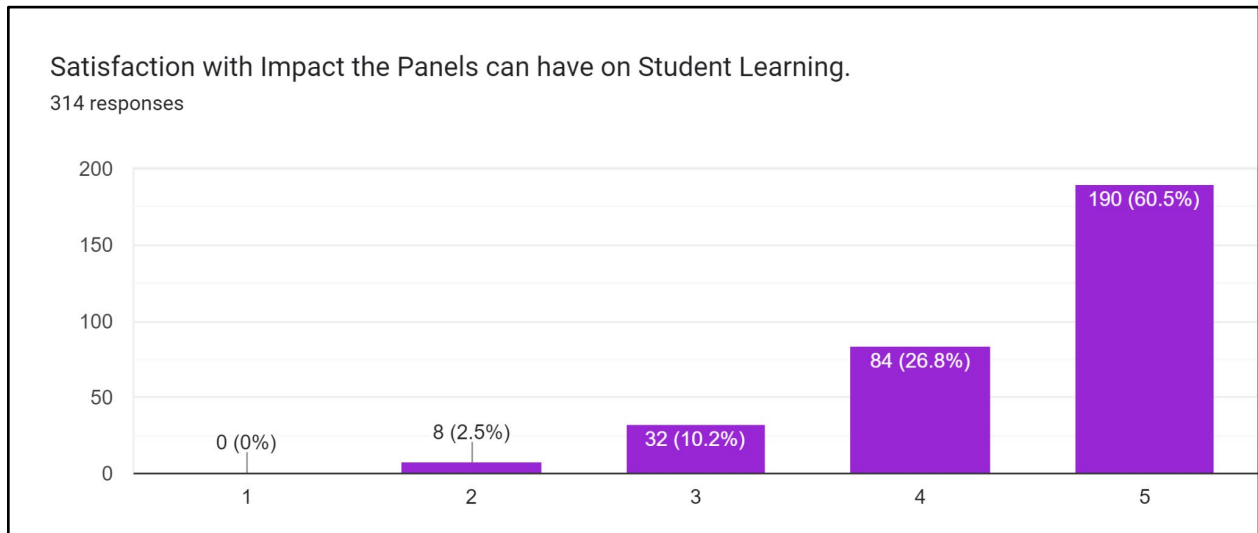
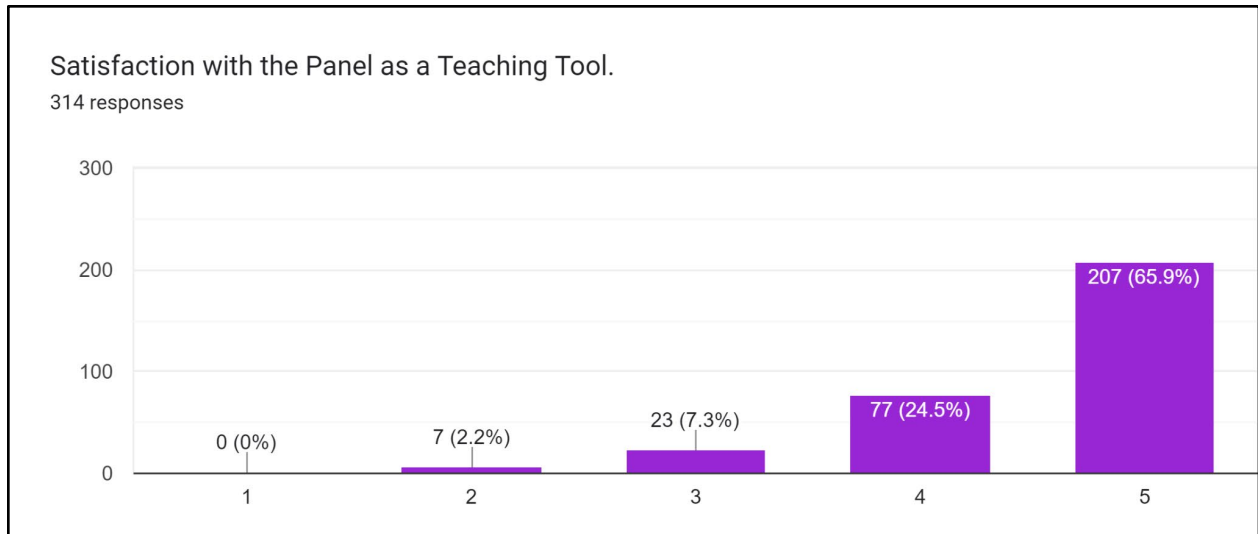
The Innovative Learning team planned and implemented a flexible, professional learning approach supporting the project. Innovative learning coaches received training to develop school-based professional learning leaders, who provided teachers with flexible learning options to empower them to be day-one-ready. Principals and division leaders participated in several panel learning experiences that allowed them to model the use of panels with their staff and community. Below is an overview of 275 teachers' feedback submissions on several key performance indicators. Teachers were asked to rate their satisfaction level using the following scale: 1=Very dissatisfied, 2=Dissatisfied, 3=Neutral, 4=Satisfied, 5=Very satisfied.

Teacher Survey Results (314 Henrico County teachers surveyed in June 2022)

Satisfaction Scale: 1: Very Dissatisfied, 2: Dissatisfied, 3: Neutral, 4: Satisfied, 5: Very Satisfied







Teacher Testimonials:

The feedback survey also provided an opportunity for teachers to share comments. Examples of comments include:

- “The panels are fantastic for students with disabilities, and are accessible to all learners. The ability to use fingers or hands to write or select options gives my students more freedom to participate.”
- “It is very interactive. The students love being able to use it, so it keeps them engaged. I enjoy the ability to have a mobile whiteboard and to be able to share my screen so much easier than before.”
- “I love my ActivPanel. With so many uses the kids are enjoying more impactful learning. I love that we can see the panel even with the lights in the classroom on.”

- “I greatly appreciated the online Panel Professional Development that I completed ahead of time over a break. Also, the in-person support has been wonderful.”
- “Overall, it's been a game-changer in our classroom; allowing for collaboration and innovation at a whole other level!”
- “I've truly enjoyed integrating the ActivPanels into my classroom experience. Since we are working on the writing process in my English class it's been a great help with modeling expectations for students.”
- “This has truly transformed my classroom, and has allowed students to take the lead during lessons. They enjoy teaching one another and this piece of technology is so intuitive that students have a very easy time working with it.”
- “THANK YOU!! Going from a chalkboard and whiteboard situation to this is amazing and I am so appreciative of the opportunity to use this. Students are more engaged with the board because it is easier for the entire class to see from all areas of the room and the sound is much better than the old projector on a cart. Students love to interact with the panel, even students who aren't normally interested in class participation want to participate so they can use the panel.”
- “This [panel] has increased engagement in my classroom. Using the panel, my students are able to manipulate items on the screen. Being able to annotate on top of a worksheet while presenting is a feature that allows me an easy way to provide additional support to my students. Having the board on wheels is great for small group work too!”

Brief Summary

New technology serves a crucial role in schools, and this program gave teachers at Henrico County Public Schools the ability to harness the full capabilities of new classroom additions such as interactive panels. Because the interactive panels were going to become accessible during the school year, rather than before the school year had begun, it was important that these teachers had support awaiting them at all times. A detailed plan for use was put in place to guide teachers before, during and after installation of the devices, and support could be provided through online resources or in-person instruction, giving teachers as much help as they needed to maximize integrating the panels into their classrooms. These panels have been a ‘game-changer’ in HCPS classrooms, and what could’ve been a logistical nightmare turned into a massive benefit for schools because of the high quality of organization and support provided by this training program.

Job-Embedded Interactive Panel Professional Learning Supplemental Material

Supplemental Materials Folder containing the below PDFs

- Panel Professional Learning Pictures
- Panel Professional Learning Teacher Checklist

Panel Professional Learning Activity: Panel Challenge Cards Activity

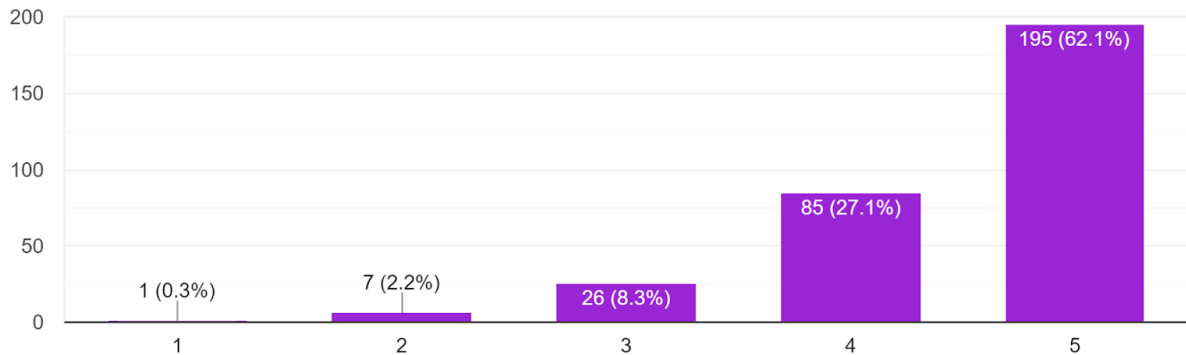
Below is an overview of 275 teachers' feedback submissions on several key performance indicators. Teachers were asked to rate their satisfaction level using the following scale: 1=Very dissatisfied, 2=Dissatisfied, 3=Neutral, 4=Satisfied, 5=Very satisfied.

Teacher Survey Results **(314 Henrico Teachers Surveyed in June 2022)**

Satisfaction Scale: 1: Very Dissatisfied, 2: Dissatisfied, 3: Neutral, 4: Satisfied, 5: Very Satisfied

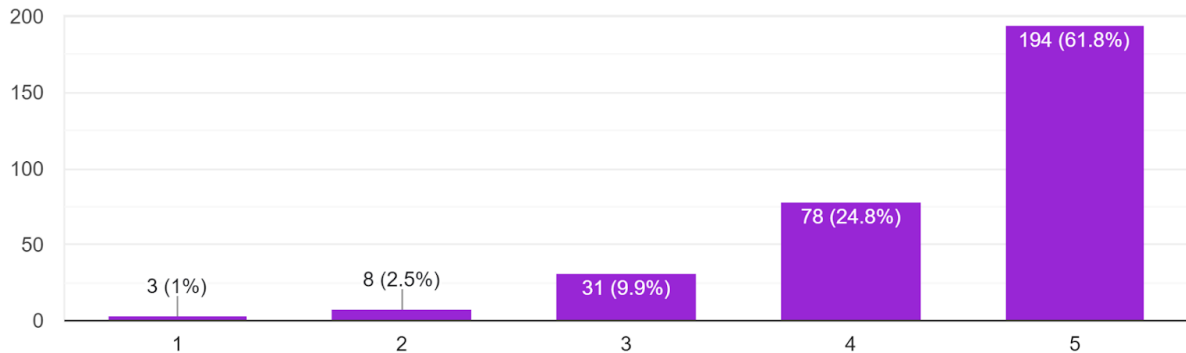
Satisfaction with Awareness and Communication about Panels before 'Day One.'

314 responses



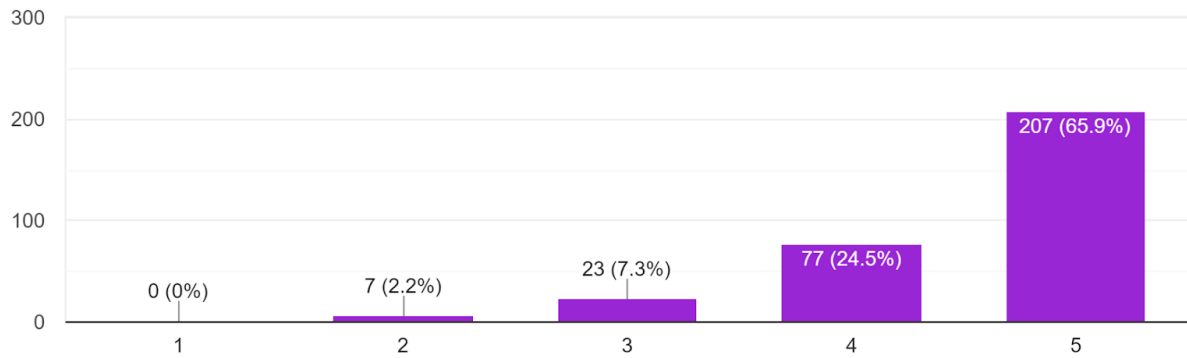
Satisfaction with available Panel Professional Learning before 'Day One.'

314 responses



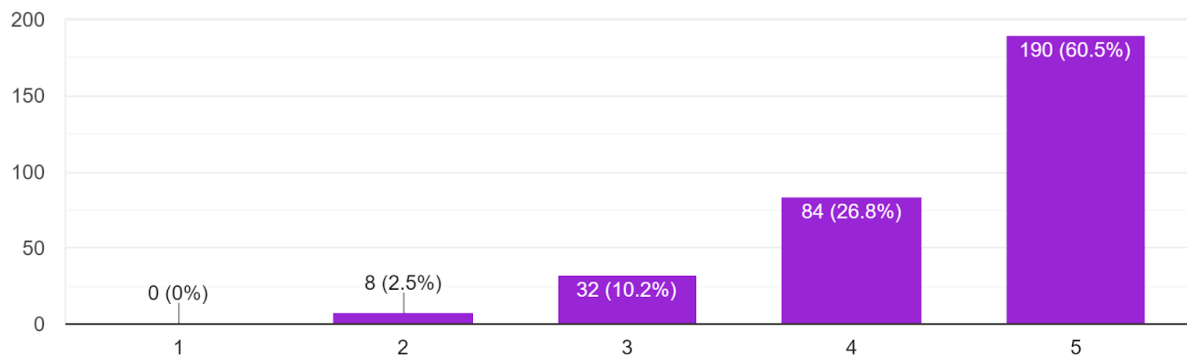
Satisfaction with the Panel as a Teaching Tool.

314 responses



Satisfaction with Impact the Panels can have on Student Learning.

314 responses



Satisfaction with In-Person Support on 'Day One.'

314 responses

