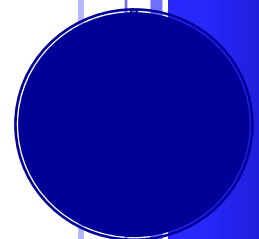# SMART BOARD CERTIFICATION PLAN

The Smart Board Certification plan ensures faculty members at Texas Wesleyan University have the skills and abilities to successfully integrate Smart Board technologies into their teaching practices.

Effective

October 20, 2010

SMART BOARD CERTIFICATION PLAN

INTRODUCTION

The Smart Board Certification training plan ensures faculty members at Texas Wesleyan University have the technical skills and pedagogical background to successfully integrate Smart Board technologies into their teaching practices. The Smart Board initiative established by the Title III grant has been successful in incrementally expanding the availability of this technology in the classrooms. By next spring approximately 50% of classrooms on the historic campus will have Smart Boards installed as part of the standard for classroom technology. As a result, Texas Wesleyan faculty members need the opportunity to hone their skills with this cutting-edge technology.

This plan defines the skills and abilities that faculty must demonstrate in order to earn certification as a fully trained Smart Board Instructor. Additionally, faculty members need to have a clear plan on how to leverage Smart Board technology for maximum impact on student engagement and comprehension. Accordingly, faculty members will be required to demonstrate their Smart Board skills as well as provide specific examples of how to effectively incorporate the use of the Smart Board in their classroom activities in order to obtain certification through the Title III professional development staff under the direction of the Office of the Provost. In order to assess the efficacy of the Smart Board Certification, faculty members will also be asked to assess the effectiveness of the training provided and identify progress with their in-class student interactions as a result of using this tool.

OUTCOMES

Mastery of Smart Board technology is a demonstrable skill acquired with practice over time. This basic set of skills, outlined in **Appendix A: Smart Board Outcomes**, guarantees that faculty members have sufficient knowledge of the technology to take advantage of the tool's inherently engaging capabilities. Mastery of Smart Board skills will be assessed according to the rubric provided in **Appendix B: Smart Board Skills Assessment Rubric**.

Once faculty members have proven their mastery of the technology, they must then consider the pedagogical implications of Smart Boards in their classroom activities. **Appendix C: Lesson Plan Integration Template** provides an easy to follow form to help faculty members consider, design, and incorporate Smart Board activities into their daily teaching practices.

In order to earn certification as a Texas Wesleyan Smart Board Instructor, faculty members must demonstrate their Smart Board skills and provide their Lesson Plan Integration documentation to the Provost's Office as a record of their achievement. Faculty members will then be provided with a Certificate of Smart Board Mastery similar to **Appendix D: Sample Certificate**.

TRAINING IMPLEMENTATION

The Smart Board Certification plan consists of four major components or phases:

1. Initial Training
2. Skills Assessment Demonstration
3. Lesson Plan Integration
4. Continuing Training on Notebook

Initial Training

In order to fully prepare and inform faculty on the requirements for Smart Board Certification, each faculty member should first attend an hour-long hands-on workshop. These hands-on workshops, available through Title III in the CETL, provide an opportunity for faculty members to explore both the physical interaction with the Smart Board as well as each of the major features and functions provided by Smart Boards. Ideally small groups of 4-5 faculty members spend up to one hour collaborating to accomplish specific tasks that relate directly to the assessment rubric. Before attending the Smart Board hands-on workshop, faculty members should already be comfortable using a computer and projector in the classroom. The following materials/supplies will be utilized during the hands-on workshop:

- Smart board handout
- A Smart Board equipped classroom
- Sample PowerPoint Presentation
- Projector connected to computer with internet connection

Faculty members will also be presented with a copy of the Smart Board Skills Assessment Rubric to aid in preparing for their skills assessment. These materials will be used to support faculty as they attempt to accomplish the following activities:

1. Turn on and align the Smart Board.
2. Navigate to a website using the board.
3. Draw, save, and erase a picture on the site.
4. Create a custom line with the floating tool bar and properties.
5. Demonstrate how to use the Spotlight and Screen Shade tools.
6. Open a provided PowerPoint presentation and complete the following:
    a. Navigate through the slides.
    b. Add a blank slide to the presentation.
    c. Add a drawing to the blank slide and save the changes.
7. Open Microsoft Word and use a new document to complete the following:
    a. Add a drawing to the document.
    b. Insert a drawing as text to the document.
8. Export the captured drawings from Notebook to PDF.

Skills Assessment Demonstration

The Smart Board Skills Assessment Rubric included in Appendix B will be used to assess each faculty member's familiarity and skill level with the major features and

functions of the Smart Board. Ideally, faculty members who have attended a hands-on workshop should take some time to practice their newly acquired skills before returning to demonstrate their Smart Board skills. Depending on the proficiency level of the faculty member, this demonstration should take anywhere from 15 to 45 minutes to successfully complete. Demonstrations that take longer than an hour to complete indicate that the faculty member needs more practice to build their confidence with the Smart Board and should return to demonstrate their proficiency after either repeating their attendance at a hands-on workshop or practicing their skills on their own.

NOTE: Faculty members who have been teaching with Smart Boards already will have the opportunity to directly demonstrate their skills using the same Smart Board Skills Assessment Rubric without attending a hands-on workshop.

Lesson Plan Integration

Once faculty members are familiar with the tools and capabilities of Smart Boards, they will then be asked to plan the integration of these tools into classroom activities using sound pedagogical practices. The Lesson Plan Integration Template provided in Appendix C is a tool to aid faculty members in developing Lesson Plans that leverage the inherently interactive nature of Smart Boards. Title III staff or previously certified Smart Board Instructors may assist in the creation of the Lesson Plan Integration documentation in an advisory capacity. The time required to complete the Lesson Plan Integration Template varies according to needs of the individual instructor. If a faculty member already has an existing lesson plan which simply requires the addition of a Smart Board focused activity, then the Lesson Plan Integration Template should take less than an hour to complete. If a faculty member wishes to create a whole new lesson and accompanying Smart Board activities, then the completion of the Lesson Plan Integration Template could take up to 4 hours as a part of designing a whole new lesson. Faculty members must complete the Lesson Plan Integration Template and file a copy with the Provost's office in order to earn a Smart Board Certificate (Sample Certificate provided in Appendix D).

Continuing Training on Notebook (Advanced Level)

Faculty may choose to continue to receive training and support on additional Smart Board capabilities through in-depth exploration of the Notebook software. The Title III staff provides Notebook training to all faculty members on the Historic Campus. While the advanced Notebook training is not a requirement for the Smart Board Certification, many faculty members may attend this optional one hour workshop in order to expand their Smart Board knowledge and skills.

SMART BOARD CERTIFICATION PLAN ASSESSMENT

In order to assess the efficacy of the Smart Board Certification, faculty members will also be asked to assess the effectiveness of the training provided and identify progress with their in-class student interactions as a result of using this tool. Faculty

members will have two opportunities to provide feedback on the certification plan: after completing the initial technical training and after obtaining certification.

Immediately after completing the hands-on workshop, faculty members will be directed to a survey where they may provide feedback on the quality of instruction they received during the workshop. This survey (**Appendix E: Training/Workshop Evaluation**) is the standard training/workshop evaluation regularly administered after every workshop that is held in the CETL. This short 15 question survey should only take approximately 5-10 minutes to complete. The results of the survey are anonymous and are not accessible by the Title III staff members who conduct the training. Results from the survey are compiled by the CETL director and shared with the Provost, Title III Director, and Title III Activity Director. This feedback will be used to refine and improve the content and methodology of the hands-on workshop.

Once faculty members have obtained their certification, they will be given an opportunity to provide feedback on the Smart Board Certification program's impact on their classroom teaching experiences. The feedback provided by this survey (**Appendix F: Certification Plan Evaluation**) helps faculty to reflect on the quality of their own instruction with Smart Boards as well as the value of Smart Board Certification. This short 15 question survey should only take approximately 5-10 minutes to complete. The results of this survey are anonymous and compiled by the Title III staff and will be used to refine the process of obtaining certification. These results will also help the Title III staff understand how Texas Wesleyan faculty members use Smart Boards in their daily instruction. The Title III staff is responsible for compiling and delivering the results of this survey to the Provost Office and the US Department of Education's Strengthening Institutions (Title III) Program through annual performance reports.

ROLES AND RESPONSIBILITIES

To ensure the success of the Smart Board Certification plan, faculty members, training staff, and university leadership must each take responsibility in supporting their respective roles.

Faculty Member Responsibilities

- Attend Smart Board Hands-On Training.
- Provide feedback via the anonymous survey tool on Hands-On Training.
- Practice skills learned in training.
- Demonstrate skill mastery to an Instructional Technologist.
- Complete a Lesson Plan Integration Template for at least one lesson.
- Obtain a review and approval of the Lesson Plan Integration Template from the Provost's designated appointee.
- Submit an approved Lesson Plan Integration document to the Provost's Office.
- Provide feedback via the anonymous survey tool on the effectiveness of the certification process and its impact on daily instruction.

Instructional Technologist Responsibilities

- Provide hands-on workshop materials to faculty members.
- Provide Smart Board Skills Assessment Rubric to faculty members at initial hands-on workshop.
- Assess faculty members' mastery of Smart Board skills using the Smart Board Skills Assessment Rubric.
- Assist faculty members in brain-storming applications for the Smart Board while faculty members complete their Lesson Plan Integration template.
- Print and deliver Smart Board Skills Mastery Certificate to faculty members who have delivered their Lesson Plan Integration template to the Provost's Office.
- Update University and Departmental Leadership on the names of faculty members who have passed the Smart Board Skills Assessment.

University and Departmental Leadership

Provost, Deans, and Department Chairs

- Direct faculty members to the Instructional Technologist for training.
- Ensure faculty members obtain Smart Board Certification in order to teach in a Smart Board equipped classroom.

Provost's Office

- Designate a team of Smart Board Lesson Plan specialists to review and approve Lesson Plan Integration templates from faculty members.
- Receive, inspect, and file copies of Lesson Plan Integration templates from faculty members who have completed the final step toward certification in their faculty files.
- Update the Instructional Technologist on the names of faculty members who have submitted a satisfactory Lesson Plan Integration and therefore earned certification. Certificates will subsequently be created and distributed by the Instructional Technologist.

APPENDIX A:
SMART BOARD OUTCOMES

Intro to Smart Board Outcomes

I. TROUBLESHOOTING

    A. Power on and Status light
    B. Orient/Align
    C. Solicit and Report to the Helpdesk

II. PEN TOOLS AND TRAY FUNCTIONS

    A. Navigate internet and basic computer functions
    B. Recognize and use Ink Layer
    C. On-screen keyboard
    D. Execute a right-click

III. FLOATING TOOLS

    A. Customize Pen and Highlighter tools
    B. Re-arrange Floating Toolbar
    C. Customize Toolbar
    D. Screen Shade
    E. Spotlight

IV. MICROSOFT APPS WITH INK-AWARE

    A. PowerPoint
    B. Navigation
    C. Add Slides
    D. Add Notes to PowerPoint
    E. Capture notes from PowerPoint
    F. Word and Excel
    G. Text
    H. Drawings
    I. Snapshot Capture

V. NOTEBOOK BASICS

    A. Export captured content

APPENDIX B:
SMART BOARD ASSESSMENT RUBRIC

Smart Board Assessment Rubric

Troubleshooting

- ❑ Power on the projector, Smart Board
- ❑ Locate and explain the meaning of a solid green Status light
- ❑ Locate the Orient/Align tool and successfully align the Smart Board
- ❑ Locate the Helpdesk phone number on the podium or Smart Board documentation

Pen Tools and Tray Functions

- ❑ Open an internet browser and navigate to your departmental website
- ❑ Add a drawing or annotation to the website
- ❑ Take a snapshot of your annotations
- ❑ Use the on-screen keyboard to navigate to another website
- ❑ Use the right-click tool to save an image from the website to the computer

Floating Tools

- ❑ Move the Floating Toolbar to the opposite side of the screen
- ❑ Use the Floating Toolbar Pen to draw a custom line with a different color and style
- ❑ Add the Screen Shade and Spotlight tools to the Floating Toolbar
- ❑ Cover the screen with the Screen Shade tool
- ❑ Uncover portions of the screen both vertically and horizontally
- ❑ Use the Spotlight tool to highlight a small paragraph on the screen
- ❑ Move the spotlight to a different section of the screen
- ❑ Resize the spotlight to highlight a smaller section of the screen
- ❑ Change the shape of the Spotlight tool
- ❑ Change the transparency of the Spotlight tool to show more or less of the screen

Microsoft Apps with Ink-Aware

- ❑ Open a sample PowerPoint presentation and navigate through a few slides
- ❑ Use the Slide Show Toolbar to add a new blank slide
- ❑ Add notes to the new blank slide
- ❑ Insert the notes into the PowerPoint presentation as an image
- ❑ Write some additional notes on the slide and Save the Ink Notes
- ❑ Open Microsoft Word and write your name on the screen with a pen
- ❑ Use the Ink Aware tools to recognize the text
- ❑ Draw a picture on the screen and insert it as a Drawing
- ❑ Use the Snapshot tool to capture the contents of the Microsoft Word document

Notebook Basics

- ❑ Open the Smart Board Notebook software and Export the captured content to a PDF

APPENDIX C:
LESSON PLAN INTEGRATION TEMPLATE

LESSON PLAN INTEGRATION TEMPLATE

Faculty Name

Semester

Course

Date

Lesson Title: _____

Desired Outcomes:	Activity Description:	Smart Board Tool:	Learning Domain:

Use the information on page 2 of this document to help identify the Learning Domain or Pedagogical Practice supported by the Smart Board.

❑ Needs Improvement, Comments: _____

❑ Approved: _____   _____   _____
              Signature   Title   Date

Smart Board Ability	Learning Domains				Pedagogical Practice
	Affective	Cognitive	Psychomotor	Interpersonal	
Content Navigation	Receiving	Knowledge	Imitation Manipulation	Seeking Proposing	Engagement Active Learning
Content Annotation • **Highlighting** • **Commenting** • **Supportive Illustrations**	Receiving Responding	Knowledge Analysis Application Evaluation	Manipulation	Seeking/Giving Proposing Bringing in Disagreeing Summarizing	Multi-Modal Instruction Active Listening
Content Isolation • **Screen Shading** • **Spotlighting**	Receiving Organization Characterization	Knowledge Comprehension Application Analysis	Imitation Manipulation Precision	Building Supporting Shutting Out Disagreeing	Chunking Attention focusing
Content Creation • **Text with recognition** • **Text without recognition** • **Illustrations**	Valuing Organization Characterization	Application Analysis Synthesis Evaluation	Precision Articulation Naturalization Manipulation	Proposing Building Supporting Bringing In Disagreeing Summarizing	Critical & Creative thinking
Content Capture	Receiving Organization	Knowledge Comprehension Evaluation	Imitation Manipulation	Seeking Summarizing	Review

http://en.wikiversity.org/wiki/Introduction_-_What_is_the_Affective_Domain%3F

LESSON PLAN INTEGRATION TEMPLATE

Chris Faulkner

Faculty Name

Fall 2010

Semester

EDU 3338.01 Computers As Classroom Tools

Course

9/28/2010

Date

Lesson Title: ____Organizational Skills for New Teachers_____

Desired Outcomes:	Activity Description:	Smart Board Tool:	Learning Domain:
Establish communication and roles between groups. Build camaraderie between group members Discuss (small groups & class) and assess critical strategies for organization	In groups, the students create a list of top 3 organizational strategies for a classroom. As a class, I capture every group's list on the SmartBoard. Then, as a class, we decide on our classroom top 3.	The pen tool with integrated PowerPoint features.	Affective: Organizational Cognitive: Analysis, Evaluation

Use the information on page 2 of this document to help identify the Learning Domain or Pedagogical Practice supported by the Smart Board.

❑ Needs Improvement, Comments: _____

❑ Approved: _____   _____   _____

Signature   Title   Date

APPENDIX D:
SAMPLE CERTIFICATE

Smart Board Certificate

THIS CERTIFIES THAT

[NAME]

HAS SUCCESSFULLY DEMONSTRATED COMPETENCY WITH BASIC SMART BOARD TOOLS
AND
AN UNDERSTANDING OF THE PEDAGOGICAL USES OF SMART BOARDS
AS APPROVED BY THE PROVOST AND IS THEREFORE AWARDED THIS

CERTIFICATE OF COMPETENCY

GIVEN THIS ____ DAY OF _____, 20____

_____
DR. ALLEN HENDERSON
PROVOST

_____
MEGHAN FOSTER
TITLE III INSTRUCTIONAL TECHNOLOGIST

APPENDIX E:
TRAINING/WORKSHOP EVALUATION

Training/Workshop Evaluation

Thank you for attending a CETL training session or workshop. Please take a few moments to provide feedback on your training experiences.

Please note: The results of this survey are anonymous and not accessible by CETL trainers. Results from this survey are compiled as aggregate data to assist the CETL Director with refining and improving CETL workshops. If you have any questions regarding this survey or any CETL operations, please contact the CETL Director Amy Collier: acollier@txwes.edu.

1) Please type in the title of the training session or workshop you attended.
2) Date you attended the training session or workshop:
3) Who was the presenter for the workshop you attended:

Please rate the training or workshop session based on the following criteria.

	Poor	Fair	Good	Excellent
4) Usefulness of the content				
5) Relevance of the content to personal/instructional goals				
6) Currency of content				
7) Interactivity and responsiveness of presenter				
8) Preparedness of the presenter				
9) Professional demeanor of the presenter				
10) Quality of presentation materials (visual aids, handouts)				

11) If you rated any of the criteria as poor, please help us by explaining further:
12) In what ways was the training or workshop session useful in helping you to meet personal or instructional goals?
13) What was something new that you learned as a result of this Training Session?
14) What suggestions do you have for future training or workshop sessions?
15) Please type additional comments or questions in the text box below:

Thank you again for taking time out to help us by filling out this survey. Please remember that this survey is completely anonymous and benefits us greatly. We look forward to continuing to aid the Texas Wesleyan Community through our training and we are grateful for your support!

APPENDIX F:
CERTIFICATION PLAN EVALUATION

Smart Board Certification Evaluation

Thank you for participating in the Smart Board Certification program. Please take a few moments to provide feedback on your experiences.

Please note: The results of this survey are anonymous. Results from this survey are compiled as aggregate data to assist Title III with refining and improving the Smart Board Certification program. If you have any questions regarding this survey, please contact either Debbie Roark, Title III Director, at droark@txwes.edu or Laurel Mayo, Title III Activity Director, at lmayo@txwes.edu.

Workshop and Skills Assessment

1) How many times did you attend the Smart Boards Hands-on Workshop?
2) Were the resources provided in the workshop useful in helping you master the Smart Board tools?
3) How long did it take you to prepare for the Smart Board Skills Assessment?
4) How much did you practice your Smart Board skills before you felt comfortable using them in the classroom?

Lesson Plan Integration

5) How long did it take you to complete the Lesson Plan Integration Template for the certification?
6) Do you find the Lesson Plan Integration Template a useful tool in integrating Smart Board activities into your daily instruction?
7) What other resources would you recommend to help you complete the Lesson Plan Integration Template?

Certification Process

8) How long did it take you to complete all of the Smart Board Certification requirements (Workshop Attendance, Skills Assessment, & Lesson Plan Integration Template)?
9) Rate the level of ease/difficulty you experienced in completing the Smart Board Certification requirements.
10) What resources would make the Smart Board Certification process easier to complete?
11) What recommendations would you make for improving Smart Board Certification?

Classroom Impact

12) What differences do you notice in student attention and engagement while teaching with the Smart Board?
13) What differences do you notice in student participation while teaching with the Smart Board?
14) How do the Smart Board tools affect your students' ability to learn the content?

Thank you again for taking time out to help us by filling out this survey. Please remember that this survey is completely anonymous and benefits us greatly. We look forward to continuing to serve the Texas Wesleyan Community through our training and we are grateful for your support!