Debbie’s learning was around participating in the learning it takes to become a Google Ed. Trainer. The audience for the application of that learning was mostly with teachers.

**Artifacts**

Debbie provided two artifacts. One was a Google Presentation she used to help staff learn a variety of tools. Emphasis in presentation was the classroom application of what was being learned. Her second artifact was a Google Presentation used for a session at the SLATE conference. Both artifacts demonstrated deep learning that had an impact on learners.

**Student Work Examples**

Debbie included links to several student work examples. These were evidence of student learning based on the teaming Debbie did with a staff member.

**Student Work Examples**

- 3rd Grade Student Movenote
- 1st Grade All About Me
- 5th Grade Powtoon (Chrome App)

**Student Reflections**

Students were asked to reflect upon their own learning within Google. Debbie could have also asked teachers to reflect on what they had learned/applied based on the training.

**Student Reflections**

- 4th Grader who Loves the Chrome Store
- 5th Graders Padlet

**Teacher Reflection**

Debbie’s reflection is detailed and clear. Really love the “next steps” part as it suggests Debbie’s learning will continue to be applied and grow.

**Teacher Reflection**

**How has this learning changed your practice?**

The three biggest changes I have seen in my practice are changes in collaboration, accessibility and creativity.

**Collaboration:**

Google Apps for Education has brought change to how learners learn and teachers teach in our district. Teaching students how to write and create in a tool that is built around
collaboration has put the learning in student hands. Students are learning in an environment more closely aligned to the work world. More of my role is working as a coach rather than a teacher.

**Accessibility:**
This is the first year we are fully using Chrome apps and extensions and all of our students have accessibility tools like text to speech at their fingertips. They are able to “shop” in the Chrome Store for the tools they need. There is no longer stigma attached to needing a special tool since everyone has them. My job is to teach them how to find and use the tools and then step back and let them go.

**Creativity:**
When we used Microsoft products we typically taught PowerPoint in second or third grade. Our students begin creating Presentations in first grade and love writing in that format. I have realized how capable our youngest learners are when they have the right tools and the freedom to use them. There has been an explosion in tools for students to use to share their learning like MoveNote and Flipsnack that engage learners.

How has this learning moved our teachers forward?
One thing I love about GAFE is that new products just happen. Last year at this time I had never heard of Google Classroom. This year all of our Classroom teachers are using it at some level. It can save teachers time in managing student work and it also gives them a tool to personalize student learning. My job is to make sure they know how to use the tool with their class. I hold several before school professional development sessions for staff each month to help them keep up with new tools to improve student learning.

**Examples of Google Classrooms at Dousman**

**Farrar**
https://classroom.google.com/c/NDUyMDM4NTVa
https://classroom.google.com/c/MTUwMTQ0MVpa
https://classroom.google.com/c/NDQ0ODY2MjBa

**Casanova**
https://classroom.google.com/u/0/c/NDQwODUzNjJa

**Jastrow**
https://classroom.google.com/h

**Based on this learning what are your next steps?**
I will continue to implement Google Apps for Education in our district as the tools evolve and change. I will continue the shift in my role to being in the classroom more than in the library