



SACS Required Action 8

District Technology Training Plan Proposal

DCSD 21st Century Technology Academy

The DCSD 21st Century Technology Academy is a dynamic training plan that provides a support structure to empower teachers to effectively integrate technology throughout instruction. In order to ensure the success of this training plan, research-based learning objectives have been identified as well as formative, summative, and performance-based assessments to measure progress. Ultimately, the DCSD 21st Century Technology Academy is designed to encourage the teacher to take control of his or her technology-related professional development.

Assessing Technology Training and Support Needs

Several methods were used to collect data and feedback regarding effective technology training. These methods included:

- Reviewing research and literature that address effective technology training for teachers;
- Conducting a needs assessment based on the current technology procured by DCSD; and
- Surveying teachers, administrators, as well as district-level instructional staff on the most needed technology training topics.

During our data analysis, we noted the following challenges:

- DCSD has not communicated a shared vision of 21st Century teaching, learning, and assessment. As a result, many teachers do not know what technology skills, experiences, or tools to model with students. Consequently, a focus on the development of these skills is very inconsistent.
- There are over 6100 DCSD teachers with varied levels of understanding as well as learning styles.
- DCSD teachers are not aware of the technology hardware, software, and other resources available to them.

The promising aspect of the data analysis is that the teachers realize that they need training and were able to identify several areas that should be addressed. As a result, the following needs as it pertains to training were identified:

- It will be important to align training with ISTE NETS for Teachers to ensure quality;

- Teachers need job-embedded training that includes modeling and coaching on how to integrate the technology;
- Teachers need access to a self-assessment tool to determine training needs;
- Training needs to be delivered using a variety of methods;
- Teachers need to be trained on how to use the tools available to them through DCSD;
- Administrators need to be trained on how to effectively evaluate technology integration.

Learning Outcomes

- Teachers will develop an awareness of the technology resources available to them and their students.
- Teachers will learn how to use these tools.
- Teachers will understand the 21st Century Learning Environment framework.
- Teachers will increase communication with students and parents as it pertains to available technology tools.
- Teachers will integrate technology into their instruction.
- Teachers will bring real, authentic learning and assessment into the classroom.
- Administrators will develop skills and awareness necessary to evaluate effective technology integration.

Technology Standards and Course Categories

In order to assist teachers in controlling their own professional development, this training plan will provide several alignment opportunities with TKES and ISTE NETS-T. All technology professional learning experiences will also be aligned to DCSD 21CLE Course Categories to ensure the integration that meet technology needs identified by the District.

ISTE NETS for Teachers

Technology tools are only as effective as the teacher's ability to use them to the benefit of all students. The International Society for Technology in Education (ISTE) have created National

Educational Technology Standards (NETS) for various categories of users. The NETS for Teachers (NETS-T) delineate the following categories for effective technology use:

- technology operations and concepts;
- planning and designing learning environments and experiences;
- teaching, learning and the curriculum;
- assessment and evaluation;
- productivity and professional practice; and
- social, ethical, legal and human issues.

Considering the Georgia State Board of Education adopted the ISTE NETS for Students at the April 2011 Board meeting, it is important that our district provides professional learning experiences that support these standards. The standards and performance indicators for the ISTE NETS for Teachers directly prepare teachers to support the ISTE NETS for Students.

TKES Alignment

A key component of the training plan is to empower teachers to take control of their own professional development. As a result, the training plan will identify how the technology PL activities can possibly align with the domains and indicators of the Teacher Keys Effectiveness System (TKES).

DCSD 21CLE Course Categories

In addition to an alignment with the national technology standards and TKES, all technology PL activities will be placed into three categories to address more specific district training needs.

- **Promote Awareness:** These professional learning activities focus on introducing current and emerging technologies, developing technology skills, and understanding educational technology concepts. The primary purpose of these PL activities is to provide a solid foundation that teachers can reference when moving into the integration of technology.
- **Facilitate Integration:** These professional learning activities focus on embedding technology throughout the curriculum. This category of PL activities trains teachers to identify the most effective technology tools and activities that support the targeted instructional goals.
- **Encourage Expansion:** The professional learning activities focus on expanding opportunities for student success. These activities address creating instructional opportunities that engage external community participation and supports authentic and engaged learning experiences.

Technology integration requires critical thinking because the teacher must analyze and evaluate instructional resources to determine the most effective technology tools that support the desired instructional goal. According to research, critical thinking skills are higher-order thinking skills and are only possible with a firm foundation of lower-order thinking skills. When applying these concepts to technology training, it is imperative that teachers develop a firm foundation of technology skills (lower-order thinking skills) in order to effectively integrate technology (higher-order thinking skills) into instruction.

Course Descriptions

Below please find a list of course topics that are necessary based on the training needs assessment. Please note that this is not an exclusive list. However, these course topics provide the awareness and foundational skills that will be critical for success in the DCSD 21st Century Technology Academy.

DCSD Proposed Technology Training Matrix (January 2014 - May 2017)

Course/Activity	DCSD Category	Priority	DCSD Initiative	Course Delivery				Monitored Evaluation
				F2F	Online Asynch.	Webinars	LOR	
ActivBoard: Using the Tool	Awareness	Mandatory	21st Century IAB	X	X		X	D
ActivBoard: Integration Strategies	Integration	Mandatory	21st Century IAB	X	X	X	X	D
ActivExpressions: Using the Tool	Awareness	Mandatory	21st Century IAB	X	X		X	D
ActivExpressions: Integration Strategies	Integration	Mandatory	21st Century IAB	X	X	X	X	D
ActivInspire: Using the Tool	Awareness	Mandatory	21st Century IAB	X	X		X	D
ActivInspire: Integration Strategies	Integration	Mandatory	21st Century IAB	X	X	X	X	D
iPad: Using the Tool	Awareness	Optional	Local		X		X	
iPad: Integration Strategies	Integration	Optional	Local		X	X	X	
Windows 7: Overview	Awareness	Optional	Desktop Refresh		X		X	
Windows 8: Overview	Awareness	Optional	21CLE		X		X	
Office 2010: Word	Awareness	Optional	Desktop Refresh	X	X		X	
Office 2010: PowerPoint	Awareness	Optional	Desktop Refresh	X	X		X	
Office 2010: Excel	Awareness	Optional	Desktop Refresh	X	X		X	
Google Docs: Collaboration and Sharing	Awareness	Optional	21CLE		X		X	
Office 365: Collaboration and Sharing	Awareness	Optional	21CLE		X		X	
Teacher Webpage: Using the eSchoolview Tool	Awareness	Mandatory	School Websites	X	X		X	D
Teacher Webpage: Learning Beyond the Classroom	Integration	Mandatory	School Websites	X	X	X	X	D
Cybersaftey: Introduction	Awareness	Mandatory	21CLE		X	X	X	D
Introduction to 21st Century Learning Environment	Awareness	Mandatory	21CLE		X	X	X	D
Introduction to STEM	Awareness	Mandatory	C&I		X	X	X	D
Introduction to Literacy and Technology	Awareness	Mandatory	C&I		X	X	X	D
Universal Screener: Using STAR Tools	Awareness	Mandatory	C&I		X	X	X	D
Interactive Web Tools: Use, Policies, and procedures (based on need assessment)	Awareness	Mandatory	21CLE		X	X	X	D
Interactive Web Tools: Engaging Students with PBL	Integration	Optional	21CLE		X	X	X	
Digital Content Modules: Using the District Level Instructional Software	Awareness	Mandatory	C&I	X	X	X	X	D
Reporting Technical Issues: Basic Troubleshooting, Procedures, and Protocols	Awareness	Mandatory	21CLE		X		X	D
Infinite Campus – GradeBook and LMS features	Awareness	Mandatory	SIS Project	X	X	X	X	D
IDMS system: Accessing Student Data	Awareness	Mandatory	21CLE	X	X	X	X	D
IDMS system: Accessing DCSD Curriculum	Awareness	Mandatory	21CLE	X	X	X	X	D

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IDMS system: Using the PD Planner	Awareness	Mandatory	21CLE	X	X	X	X	D
District Communication Tool: Using FirstClass Email	Awareness	Optional	21CLE		X		X	
Technology Smackdown: Show Me What You've Got!	Expansion	Optional	21CLE	X		X	X	
Project Innovation	Expansion	Optional	21CLE		X	X	X	

Note: This is not an exclusive listing of technology courses. DCSD reserves the right to add to this list as needs are identified.

Targeted Audience Requirements

The academy will operate as a professional learning community that extends from the district level to the local schools. The PL experiences included in the academy will provide educators with opportunities to learn with one another through collaboration and connect to classroom practice, pedagogy and content.

In order to ensure technology integration, it will be important to address a more comprehensive target audience. In a collaborative effort with the Professional Development department, the target audience was stratified into the following categories:

- Novice teachers
- Experienced Teachers
- Master Teachers
- Highly-Effective Teacher Leaders
- Novice Leaders
- Experienced Leaders
- Auxiliary Staff (Local and District)

The technology PL experiences are assigned based on the needs of these categories. For example, novice teachers will need more detailed PL experiences regarding the administrative applications utilized by teachers. Experience teachers, master teachers, and highly-effective teacher leaders may not need this type of PL experience. Summatively, the academy's overall goal is to ensure individual needs of each sub-group within the target audience are met.

Delivery Models

Historically, DCSD has invested in face to face instruction for the delivery of technology training. The needs assessment identified the importance of using various training delivery models to meet the varied learning styles and levels of understanding of the teachers. The PL experiences need to be varied and accessible at all times and in various formats.

The formats include:

- Face to Face Training and Modeling
- Synchronous Online Training and Modeling
- Asynchronous Online Training
- Blended Learning Training and Modeling
 - Face to Face

- Online Synchronous and Asynchronous
- Personalized Learning Paths -- Online Tutorials

Monitoring of Progress

Each participant's progress and participation in the 21st Century Technology Academy will be monitored to ensure a successful implementation. All courses will be available in our district's online professional learning catalog located in the Instructional Data Management System (IDMS). Participants will register for courses and credit will be awarded upon completion of the course. This will allow participants to manage their progress as well as local and district administrators to analyze and evaluate data.

Considering course completion is not enough to ensure integration, the District will work with local school administrators to provide further opportunities for coaching and mentoring. Coaching and mentoring activities will include:

- Teacher Portfolio: Self-Assessment of Technology knowledge and integration;
- Formative Observation: Walk-Throughs to look for changes in teaching practices; and
- Structured Interviews: Gather feedback from teachers, administrators, students, and parents.

The data analysis from monitoring course completion as well as coaching and mentoring activities will allow the district to evaluate future technology needs. This evaluation will be critical to sustaining the process for the comprehensive management structure ensuring effective technology integration.