EdTech

Technology Integration
with Individual Technology Plans

Goochland County Public Schools

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How do we document technology integration?

How do we encourage personal, professional development with technology skills?

How do we define technology integration?

How do we make teachers and administrators responsible for the inclusion of technology-enabled pedagogy?

What is the next step after the technology standards for instructional personnel (TSIP)?

Goochland Specifics

- 5 schools plus a specialty education center for preschool and gifted elementary students
- all-Macintosh platform, OS X Panther
- wireless laptop carts for students, at least one fixed lab per school building
- PowerSchool SIS, Online Lesson Planner database
- Each teacher uses their own iBook G4 laptop

Timeline

Early September

- Meet with each teacher individually
- 15-25 minute session during the school day
- Complete individual plan
- Cover expectations and forms

September - January

- Assist teachers, as needed with integrated lessons
- Hold after-school workshops
- Communicate successes through faculty meetings and a technology newsletter

End of First Semester

- Teachers submit the planning worksheet with a lesson plan to their principal.
- This lesson has integrated technology along the lines of one of the teacher's two goals.
- The worksheet documents how the technology was used, resources and software used, and what steps were required with technology for the lesson.

February-June

- After-school classes continue
- Longer-term, multi-part workshops offered
- Encourage participation in EdTech
- Continued assistance with classroom- and lab-based lessons

End of Year

- Teachers submit their second technology integration worksheet to their principal
- Each teacher meets with their principal and goes over the successes and/or failures of the plan
- Documentation is made and recorded

Individual Technology Plan

Goochland
COUNTY PUBLIC SCHOOLS

Individual Technology Plan for Teachers

Sample — Last Name
Joe — First Name
GMS — School
Science 7 — Grade - Subject Area
☒ Yes ☐ No — Internet Access at Home?

LoTi

2 Exploration - Tech tools supplement the existing instructional program or complement selected multimedia projects. Technology used as an extension activity or enrichment exercise.

LoTi Number

PowerPoint, e-mail, and web page creation — Technology Strengths

digital pictures and video — Technology Interests

Self-Assessment

Date Completed

Teacher Signature

Principal Signature

Build a digital picture library of our second nine-weeks field trip; students will use these to create a lab report of their findings in the field. — Semester 1 Goal

iPhoto Class — Goal 1 Means

Goal 1 Portfolio? ☒ Yes ☐ No

Develop a WebQuest for use in the computer lab over the period of 2 weeks on fossils and search out participation with the social-science teacher. — Semester 2 Goal

Computer lab assistant help — Goal 2 Means

Goal 2 Portfolio? ☒ Yes ☐ No

Goals

Tech Plans are suited to each teacher's strengths, interests, and experience

Tech Plans are created with consultation with an integration specialist

Goochland COUNTY PUBLIC SCHOOLS

Technology Integration Planning Chart

Teacher Name: _____ School: _____

Title of Project: _____ Semester: 1 2

Teacher Tasks

What do I need to do to ensure the lesson goes smoothly?

Select technology resources

Create an assessment rubric and activity log

Provide parents with Internet tips

Student Tasks

Formulate individual and team questions to be answered

Rotate leadership responsibilities within learning team.

Monitor individual and team progress using assessment rubric and activity log.

Compile PowerPoint report recommending scientific solutions; create scenario in MediaBlender.

Parent/Community Tasks

How can I get parents involved?

Participation in science fair

Check teacher website for homework tips throughout project.

SOL(s)

Resources Selected

Websites, software, and supplemental books and films.

Instructional Mode

How specifically will children be learning through this activity? Role-playing as an assigned scientific professional on a collaborative team...

Required Hardware/Access

Document the time required for access; number of computers, peripherals, LCD projector, auxiliary speakers, digital cameras, etc.

Benefits

- Documentation records activity, responsibility lies with teacher to achieve their set goal
- Goals are kept within a realistic scope
- Goals are hand-tailored for each teacher's level of experience, subject area, and inexperience with technology
- Classes, workshops, and individuals are identified early-on to help teachers achieve goals

(Specific) Drawbacks

- Forms, documentation take time and resources
- Individual meetings require manpower
- Consequences of avoiding goals and integration rests with individual principals
- Limited manpower to assist every teacher who may need it

Assumptions We Make…

- Some teachers naturally like new technology and aren't afraid to use (or even try) it
- Some teachers see new technology and automatically assume its too difficult to manage, integrate with their current repertoire of pedagogy, or simply have no interest in the computer

- Some teachers seek-out new software, applications, and usage on their own.
- Some teachers leave their laptops at work, in a desk, or in a filing cabinet.

- Teachers with Internet access at home tend to be more daring and open-minded to new applications of computer technology in their classroom.
- Teachers without Internet access at home probably don't value the use of online resources, websites, and research.

- Goals set by some teachers are mere starting points for lessons and deeper technical understanding.
- Goals set by others are the lone incentive to try anything to do with technology, at all.

- Principals who use technology, and set expectations and incentives, are better models and leaders for classrooms where true technology integration takes place.
- The “burden” of technology integration is avoided, like all burdens, when it is not modeled, encouraged, or supported.

LoTI

Integration Requirements

- Integration takes place slowly; migration from one LoTI level to the next is a multi-year process.
- Personalized goals for each individual work best.
- Tech Integration requires changes in teaching, learning, and pedagogy.

How do we address the changes in teaching and student learning required?

Changes in Pedagogy

- Staff Development Training
- Lesson Plan Development
- Comfort Levels with Technology
- Constructivist, Project-Based Approaches
- Mentoring, Coaching, Exposure

Resources

Visit our website for resources related to this topic, including our forms.

http://www.glnd.k12.va.us/resources.shtml