

Areas of emphasis:

- Administrator communication tools and professional development
- Individualized teacher PD
- TI specialist -> Staff Development and Innovation Leader/Director
- Tech-Team -> Innovation Team
- Hardware/device management and basic helpdesk moving to others (Jennifer, Jill, ?)
- Purposeful plan and working toward goals

Administrator communication tools and professional development

Our administrators are falling farther behind each day because we have not provided specific, directed and purposeful instruction to them on the use of modern communication tools. Use of these tools is essential to be an effective principal/leader/administrator today. Of course, there must be purpose behind these actions.

[ISTE Administrator Standards](#)

Why do we need this focus?

1. Change will only be implemented school-wide if the building leader models this change and these tools.
2. Positive culture relies on demonstrated leadership.
3. We have not done an adequate job of meeting administrator needs in modern professional development. We need to be purposeful, direct, and specific.
4. Innovative learning (and leading) cannot happen until basic tools are mastered.
5. Transparency and community connections become more important each year. Lack of skill in this area undermines the credibility of educators, leaders, and our institution.

Administrator roadmap 2015-16

1. Blogging - With specific training, each principal/supervisor will create and post a daily blog of school announcements to staff. Timeline is immediate, done from day 1.
 - a. Staff are responsible for reading the post, no more announcement emails.
 - b. Meant for staff updates, but can be shared with and publicized to parents/patrons.
 - c. We need to set a specific work session to get this set up for all principals. Should be before school starts. 1 hour to set up blogs, a few minutes each day to create post.
2. Google docs - creation, curation, collaboration
 - a. Series of 1 hour trainings focused on:
 - i. Document organization and synchronization
 - ii. Slides
 - iii. Forms & sheets
 - iv. Google Search

- v. Curation tools
- b. Sessions as part of leadership meetings or evening sessions? Begins in September, runs through December. Two trainings per month.
- c. This can be flipped if participants prefer, but at first I think we need to be in a group.
- 3. Social Media literacy - daily post (twitter or instagram) using #CozadMakers of a positive event or student accomplishment.
 - a. Encourage staff to do the same, review posts daily.
 - b. Provide weekly highlights.
 - c. Tells our story for the year
 - d. 1 hour training on Twitter and Instagram, hashtags, chats, pictures, etc.
 - e. Begins immediately at basic/daily level. Share posts at regular leadership meetings as part of meeting routine.
- 4. Create a remind group for all staff under your supervision.
 - a. Send daily quote, inspirational message, happy birthday, etc.
 - b. 30 minute training and account creation.
 - c. Begin in January.
- 5. Introduction to screencasting and flipping staff meetings.
 - a. Basic screencastify or screen-cast-o-matic
 - b. Create weekly staff meeting and share with staff
 - c. Create parent messages
 - d. 1 hour setup and training, work time as needed.
 - e. Begin in January

Individualized teacher PD

While we can demonstrate some exemplary examples of innovative teaching and learning taking place in some classrooms or courses, this is the exception rather than the rule. In addition, this is primarily a function of personal choice on the part of the teacher. While our training and leadership does a good job of supporting these teachers, we have very few collaborative training mechanisms in place, and most of our teachers would not be considered “connected” (a term relating to educators making use of social media and collaborative tools to grow personalized learning networks of support). It is our belief that becoming a connected educator is essential both professional growth and innovation in instruction, learning, and leading.

[ISTE Teacher Standards](#)

Why do we need this focus?

1. Innovative teaching and learning tools appear and evolve much too quickly for us to develop traditional, standardized PD sessions and practice.

2. The limiting resource for teachers is always time. There simply is not enough time in our schedule to systematically introduce and cover all of the tools and practices available.
3. Adults in particular require autonomy, ownership and choice if they are to learn about and adopt new practices.
4. Individual teacher personality and values have a large impact on the effectiveness of innovative tools. One size does not fit all, and the choices of tools expand each day.
5. We are extremely limited in our staffing options for innovative learning and coaching. To hope to be effective, we must rely on collaborative efforts among teachers in which they can support and learn from each other.

Director of staff development and innovation

For too long we have viewed the use of “technology” as a practice separate from teaching and learning. The truth is, “technology integration” is ubiquitous and necessary in nearly every aspect of teaching and learning practice. “Technology tools” are today the standard tools used in our mission. For this reason, we propose to change the title of “Technology Integration Specialist” to “Director of Staff Development and Innovation”

[ISTE Standards for Coaches](#)

Why do we need this focus?

1. Most of our teachers and administrators have never been formally trained in modern teaching methods and practices which research demonstrates to be effective.
2. Research shows that simply having access to technology tools does not by itself improve or enhance instruction and learning. Learning outcomes required in the modern world are dependent on how those tools are used by the teacher in their instructional practice.
3. Our teachers need more assistance in developing innovative teaching practices.
4. If we believe that our mission is to prepare students for the world in which they will live and work, modernizing instructional practices and bringing innovation into the classroom cannot be considered a choice on the part of the teacher. Best practice demands continuous improvement and learning on the part of the teacher, and this in turn relies upon the use of modern communication and collaboration tools.
5. Post-secondary instruction and institutionalized professional development are not adequate to keep instructional practices current and effective.

Innovation Team

The practice and concept of our “Tech Team” has been one of the most successful and effective ways to bring new instructional practices into our district. We believe that our investment in

teachers serving on this team and sending them to professional conferences has been the single most effective use of our technology budget. While the initial role of team members was to collaborate and provide input on technology decisions, this role has evolved to become one in which expertise is grown and then disseminated to other teachers. The focus has become less about making wise technology decisions and more about the direction of instruction and the mission of our schools. Without altering the current practice, we propose that the name of “Tech Team” be changed to “Innovation Team”.

[ISTE Standards for Coaches](#)

Why do we need this focus?

1. No single individual is going to be able to provide adequate coaching in classroom practice and innovation. The challenge of instructional improvement requires a collaborative team which is represented at each building level.
2. The role of team members has shifted from being advisors to becoming effective instructional coaches for other teachers.
3. “Technology” and modern communication tools have become an essential part of effective instructional practice. We can no longer consider these tools to be enhancements or enrichments.

Shift of hardware/device management and help desk duties

While Ms. Wolfe has been incredibly helpful and effective in managing ipads and providing first tier support to staff and students, her talents and the original purpose of her position were to help teachers incorporate technology into their instructional practices. The imperative for this need has become larger each year, indeed it has become essential. Teachers must incorporate modern tools into instructional practices, and they need help. We believe this is a purpose of greater import than managing devices. However, this fact does not eliminate the need for device management and primary help desk support. For this reason, we propose that other, non instructional staff be utilized more effectively in this area, freeing time for Ms. Wolfe to focus on instruction and learning.

Who will assume these duties?

1. The media department, with multiple paras and a centralized location at each building is the logical starting point.
2. Supervision of these duties and training must fall under the technology director, director of staff development, and the innovation team.
3. Performance of these duties will require training, supervision, and evaluation.
4. Support for students and staff must be available before and after school, during the school day, and even outside of the school day.