



Instructional Technology Coaches Handbook

Darlington County School District

2021--2022

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Coaching Role:

The Instructional Technology Coach will provide leadership and assistance to staff members in improving instructional practices and strategies that implement and utilize impactful technology to create a tech-centered learning environment to improve teacher effectiveness, student engagement, and student performance. He/she will conduct coaching cycles with teachers to build the school's capacity of technology integration by infusing technology into the curriculum, ensuring the district technology initiatives are being implemented, conducting demonstrations, collaborating with teachers, and planning appropriate and personalized professional development activities.

- Three-Part Goal of an Instructional Technology Coach:
 - Instructional - Improve instructional strategies and practices
 - Technology - Ensure the implementation and utilization of impactful technology in the classroom to create a personalized digital learning environment - Increase staff knowledge of current technologies, coach staff on the use of technology in the curriculum, and increase student access to and knowledge of technology.
 - Coach - Conduct coaching cycles with teachers to implement effect strategies, practices, and the use of digital devices

Reports to:

The Instructional Technology Coach shall report directly to the Assistant Superintendent of Curriculum of Instruction and the Instructional Technology Coordinator. Duties are not to be assigned by the school principal.

Salary and Schedule:

- Instructional Technology Coaches Salary Pay Schedule is TBD.
- Instructional Technology Coaches operate on the 195 day schedule [Follow the [district calendar](#) for teachers and add five additional day]

Professional Certifications to Obtain:

- [Google Level 1](#)
- [Google Level 2](#)
- [Google Coach](#)
- [Apple Teacher iPad, Macbook, Swift Playgrounds](#)
- Apple Portfolio

Last update Apr 7, 2022

- [Apple Coach](#)
- [Edpuzzle: Level 1, Level 2, Coach, Schoology](#)
- [Nearpod Certified Educator](#)
- [Seesaw Pioneer](#)
- [Seesaw Ambassador](#)

Duties not to be performed by the coaches:

These duties are not to be performed by instructional tech coaches because they are serving multiple schools...not just their homeschool. Their coaching schedule will require them to travel from school to school and meet with teachers during their planning and after school, and they cannot guarantee they'll be there at set times each day/week. They cannot be used as a catch all for their designated school because some of the coaches are serving up to 7 schools. Please keep this in mind.

- Morning, lunch, and afternoon duty
- Committee meetings
- Covering classes
- Attending weekly PLC meetings
- After School activities [unless agreed upon by the school leadership and coach]

Responsibilities	Tasks
Staff Development & Instructional Coach	• Provide input/insight on ways to increase teachers' use of technology as it positively impacts student performance and production in the classroom • Assist with differentiated and individualized professional development focused on technology as whole-groups, small groups, or 1-on-1 sessions, based on individual needs, as scheduled by the coach: ◦ PD showcasing district technology programs and software ◦ PD on utilizing technology to assess student learning ◦ PD capitalizing on technology's ability to meet students' individual needs ◦ PD on engaging technology learning experiences for students • Model lessons with technology integrated in the instructional process for small groups or individual teachers, as scheduled by the coach. • Support school leadership with new technological practices, resources, and programs that have proven to increase teacher effectiveness and student engagement and achievement, as deemed necessary by the coach. • Attend the Literacy Coaches, Cooperating Teachers, Wizards, and Media Specialists meetings [At least 1 ITC member should attend each meeting] • Serve as a resource to direct teachers in accessing self-paced technology integration professional development through Professional Learning.
Coaching Responsibilities	• Conduct Integration Innovator Academy meetings once a month with grade-band appropriate academy teachers • Conduct the 4-step Coaching Cycle with teachers to ensure that an effective coaching model is being implemented • Coaches are expected to be in an active coaching cycle with at least two teachers, at any given time. • Conduct focused classroom demonstration lessons, observations and provide specific feedback to academy teachers • For each coaching meeting/interaction, coaches need to document interactions within Connecthub and fill out the coaching forms. • Update the Instructional Tech Coordinators and Coaches calendar and CIA Agents calendar for every school meeting/interaction. Keep this updated daily for monitoring purposes.

	• Ensure 50% of the instructional day [when performing school visit] is utilized in the classroom/school setting providing teacher and school support • Create and collaborate among coaches to develop professional learning opportunities for teachers.
Technology Responsibilities	• The Instructional Technology Coach will be involved in program planning and implementation of all district initiatives that pertain to technology integration. • Communicate any technology updates to staff, as needed and/or determined by the Instructional Technology Coordinator • Troubleshoot and resolve teacher and student work orders through the Help Desk System • Provide support for technology tools and resources, as directed by the Instructional Technology Coordinator • For eLearning and virtual days, coaches should be available remotely to manage an eLearning Support Line - a direct line for teachers to receive support • Stay up to date with the most current technology trends and actively seek opportunity to grow
Data/Assessment Analysis	• Support teachers as they utilize data and incorporate technology to improve practice • Collaborate with teachers and school leadership to evaluate and integrate technology resources addressing needs and learning goals • Analyze technology program information documenting the effectiveness of the program, interpret this information, and provide input in evaluation of the program effectiveness. • Analyze user needs, evaluate systems and be actively involved in the meetings, discussions and implementation of new equipment and software purchases.
School/District & Community Relations	• Works with the Technology Coordinator and Assistant Superintendent for CIA to ensure that technology initiatives are being implemented with fidelity • Cooperates and shares professionally with school leaderships and other staff members • Assist Instructional Technology Coordinators in long-term technology planning and execution of technology training for schools • Advocate for tech use with both community and school stakeholders

Schoology Course:

Join the Schoology "Integration Innovator Academy 22-23" course. This course will be used to share and store important information with the academy teachers. Several resources are also available in the Coaching Toolkit in Google Drive - Click the link to access the toolkit. [Coaching Toolkit](#)

Schedule/Connecthub.io:

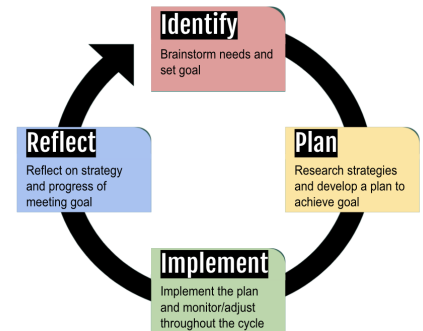
We will use [Connecthub.io](#). Remember that 50% of your time should be spent with teachers.

- Connecthub Interaction Types:
 - IT Support
 - Troubleshooting
 - Professional Development
 - Observation
 - Coaching
 - Meeting
 - School Event

- Coaches Engagement Reports
 - Summer Craddock - Elementary
 - [Engagement Report](#)
 - [Teacher-Level Report](#)
 - Roderick Ray - Middle
 - [Engagement Report](#)
 - [Teacher-Level Report](#)
 - Shan Lewis - High

Coaching Cycle Steps:

1. Identify [red] - Brainstorm needs & set goal
2. Plan [yellow] - Research strategies & develop a plan to achieve goal
3. Implement [green] - Implement the plan & monitor/adjust throughout
4. Reflect [blue] - Reflect on strategy and progress of meeting goal



Coaching Schedule:

Full Coaching Cycle	Modified Coaching with Other Teachers
Instructional Technology Coaches are expected to actively be in a coaching cycle with at least 2 teachers, at any given time.	If special circumstances arise, coaches can conduct a modified coaching cycle with teachers that are not involved in a full coaching cycle.
When Instructional Technology Coaches finish a cycle with one teacher, they will begin a new coaching cycle with a different teacher to ensure that the coaches reach as many teachers as possible.	
Full Coaching Cycle Steps: 1. Identify 2. Plan 3. Implement 4. Reflect	Modified Coaching Cycle Steps: 1. Identify & Plan 2. Implement - shorter implementation period 3. Reflect
It is important during coaching cycles, that the coaches are constantly collecting and analyzing data. Coaches should collect various forms of data to prove that the coaching cycle was effective. Examples include but are not limited to: ● Assessment results [pre/post test] ● Survey results ● Video recording evidence ● Testimonials	

Instructional Technology Coach Performance Rubric

Instructional Technology Coach Evaluation				
Date:				
Coach:				
Evaluator:				
	Distinguished (4)	Proficient (3)	Needs improvement (2)	Unsatisfactory (1)
Effective Planning	Actively demonstrates a wide and deep range of knowledge with: instructional practices, technology systems, programs, and trends, an effective coaching cycle, and creating a plan for improvement with teachers. Consistently plans and implements a coaching schedule where 50% of the instructional day is utilized in the classroom/school setting and/or teacher/school interactions. Highly skilled in utilizing data to plan and incorporate technology to improve practice with teachers, and coaches others to utilize data in planning.	Demonstrates a range of knowledge with: instructional practices, technology systems, programs, and trends, a coaching cycle, and creating a plan for improvement with teachers. Plans and implements a coaching schedule where 40% of the instructional day is utilized in the classroom/school setting and/or teacher/school interactions. Skilled in utilizing data to plan and incorporate technology to improve practice with teachers.	Demonstrates basic familiarity with: instructional practices, technology systems, programs, and trends, a coaching cycle, and creating a plan for improvement with teachers. Plans, but does not implement, a coaching schedule where 30% of the instructional day is utilized in the classroom/school setting and/or teacher/school interactions. Does not utilize data to plan and incorporate technology to improve practice with teachers.	Demonstrates little or no familiarity with: instructional practices, technology systems, programs, and trends, a coaching cycle, and creating a plan for improvement with teachers. Does not plan and does not implement a coaching schedule where 20% of the instructional day is utilized in the classroom/school setting and/or teacher/school interactions. Does not utilize data to plan and incorporate technology to improve practice with teachers.
Effective Coaching	Takes initiative to collaborate with and highly engages teachers that are participating in the coaching cycle. Shares new and up-to-date instructional technology practices with teachers and conducts extensive follow-up with teachers to meet the needs of the teachers being served. Models highly effective lessons	Takes initiative to collaborate with and engages teachers that are participating in the coaching cycle. Shares appropriate instructional technology practices with teachers and conducts follow-up. Models lessons with technology integrated in the instructional process for others. Provides professional	Collaborates with and partially engages teachers that are participating in the coaching cycle. Shares instructional technology practices with teachers. Shares appropriate instructional technology practices in which modeling or presenting may or may not meet the needs of the teachers being served. Provides professional	Declines to collaborate with and engage teachers in the coaching cycle. Does not share instructional technology practices, or models or presents instructional technology practices that are poor or not

	with technology integrated in the instructional process for others. Provides differentiated and individualized professional development focused on technology to teachers.	development focused on technology to teachers.	development focused on technology to teachers.	appropriate to the needs of the teachers being served. Does not provide professional development on technology to teachers.
Climate & Environment	Creates an environment that is highly trusting and respectful for on-going professional inquiry and coaching that promotes improvement. Act as support by demonstrating flexibility and responsiveness to teachers, school leaders, and students throughout the coaching cycle.	Creates an environment that is highly trusting and respectful for on-going professional inquiry and coaching that promotes improvement. Act as support by establishing clear procedures in an attempt to gain access to support throughout the coaching cycle.	Creates an environment that is cordial and teachers don't resist offerings of support. Some procedures are clear, whereas others are not throughout the coaching cycle.	Teachers are reluctant to participate in the coaching cycle and/or request assistance. Procedures are not clear for requesting assistance throughout the coaching cycle.
Professional Responsibilities	Constant reflection on instructional technology practices that is highly accurate and perceptive. Implements and engages in continuous professional development. Coordinates projects with other personnel within and beyond the district to create a professional community. Shows professionalism in behavior which includes integrity and confidentiality. Provides instructional technology assistance whenever needed.	Reflection on instructional technology practices that is accurate, objective, citing positive and negative characteristics. Implements and engages in continuous professional development. Participates with other personnel within the district to create a professional community. Displays high standards of honesty when interacting with colleagues and respects confidentiality. Often provides instructional technology assistance whenever needed.	Reflection on instructional technology practices is moderately accurate and objective. Participates in professional development. Displays honest interactions and respects the norms of confidentiality. Sometimes provides instructional technology assistance whenever needed.	Does not reflect on instructional technology practices. Displays dishonesty in interactions and disrespects the norms of confidentiality. Rarely provides instructional assistance whenever needed.
Communication/ Interpersonal Skills	Communicates technology updates to staff in a timely manner, as needed and/or determined by the Instructional Technology Coordinator. Eagerly cooperates and shares professionally with school leaderships and other staff	Communicates technology updates to staff, as needed and/or determined by the Instructional Technology Coordinator. Cooperates and shares professionally with school leaderships and other staff members. Interactions are friendly	Communicates technology updates to staff, without approval of the Instructional Technology Coordinator. Cooperates and shares professionally with school leaderships and other staff members, with resistance. Interactions are generally	Does not communicate technology updates to staff. Unwilling to cooperate and share professionally with school leaderships and other staff members. Interactions are

	members. Interactions with others reflect genuine respect and caring for individuals as well as groups. There appears to be trust with sensitive information.	and demonstrate general caring and respect. Such interactions are appropriate to the age and cultures of others. Others exhibit respect for the coach.	appropriate but may reflect occasional inconsistencies, favoritism, or disregard for differing cultures. There is minimal respect exhibited for the coach.	negative, demeaning, sarcastic, or inappropriate. There is disrespect exhibited for the coach.
Daily Attendance Number of work days missed during the school year	0-5	6-8	9-11	12 or more
Meets Deadlines Number of times tasks were submitted on time	12 or more	9-11	6-8	0-5
Coaching Cycles Numbers of cycles completed	8 or more	6-7	4-5	0-3
Coaching Documentation	Maintains up-to-date coaching documentation which includes the: Date, type of interaction, agenda with detailed notes, and coach/teacher next steps	Maintains up-to-date coaching documentation stating the date, type of interaction, agenda with notes, and next steps	Maintains up-to-date coaching documentation stating the date, type of interaction, and only 1 of the following; agenda or next steps	Does not maintain up-to-date coaching documentation to account for coach/teacher interactions.

Evaluation Conference & Wrap Up

Personal area of focus for this school year:				
Professional area of focus for this school year:				
Area(s) of Strengths:				
Area(s) of Improvement:				
Comments:				
Overall Results:	Distinguished (36-31)	Proficient (30-25)	Needs improvement (24-19)	Unsatisfactory (18 or less)

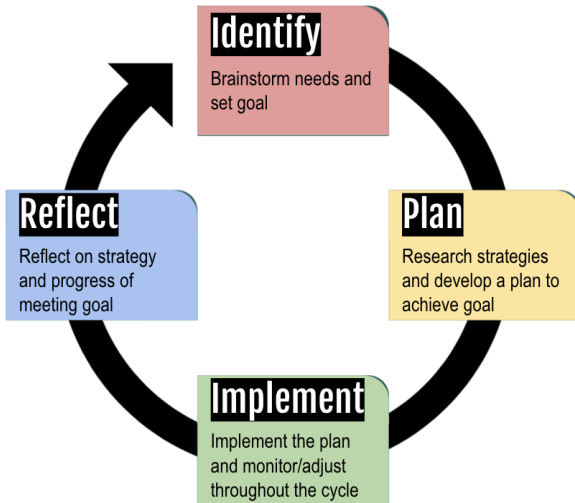
Conference Date: _____ Supervisor's Initials: _____ Employee's Initials: _____

Coaching Cycle Outline

Use the following cycle steps to conduct your coaching cycles to ensure fidelity.

Coaching Cycle Steps:

1. Identify [red] - Brainstorm needs and set goal
2. Plan [yellow] - Research strategies and develop a plan to achieve goal
3. Implement [green] - Implement the plan and monitor/adjust throughout the cycle
4. Reflect [blue] - Reflect on strategy and progress of meeting goal



Coaching Documentation:

For each coaching meeting/interaction, you need to document the interaction type in Connecthub. This will include next steps and a short summary of what occurred during the meeting. These are your notes. This is a document that you will use to track your coaching experiences this school year. This will need to be filled out during each session and shared with the Instructional Technology Coordinators.

Coaching Cycle Start Up

Initial Meeting

Initial Coaching Meetings by the _____. After Academy Session 1, the coaches will schedule individual meetings with their teachers.

At this Initial Coaching Meeting, he/she will:

- Meet with the teacher and conduct an Initial Coaching Meeting. Throughout the meeting, the coach and teacher will fill out the Initial Coaching Meeting Agenda form.
- Schedule a walk-through time for the coach to observe the teacher to get a better understanding of the teacher's instructional practices and abilities.

Draft Email:

Hello _____,

My name is _____, and I am an Instructional Technology Coach with the district. I visited _____ recently and mentioned that I would love to connect with a teacher to coach! The <<Literacy Coach/CT/Principal>> recommended us working together in this capacity. I have also heard great things about you, so I am excited for the opportunity to work with you!

I would love to meet one day soon face-to-face, if you're open to this. If so, what are some days and times that work for you? I can do it before school, during your planning, and/or after school. Whatever works best for you I will do my best to accommodate.

Let me also state that this is not something extra to add to your already full plate! I cannot stress that enough! If anything, I hope to alleviate some of the stress! The goal is for us to collaborate and work together throughout the process. I will be like an extra set of hands in your classroom. I will help you plan, create activities, etc.

I look forward to hearing from you soon! Have a great week!

Initial Coaching Meeting Form

Coach:		Teacher:
School:		Date:
Opening	Purpose of our time today: • Introductions • Discuss how we'll work together and collaborate throughout the coaching cycle • Begin to identify a student learning goal or focus for our coaching cycle • Identify next steps	
Introductions	• Introduce yourself as Instructional Technology Coach - Share Page Activity [Provide educational background, prior teaching experience, and purpose as a coach] • Give the teacher the opportunity to share about yourself - Provide teacher a copy of the teacher Pages Activity	
Coaching Collaboration and Schedule	Schedule: • Coaching cycle will last approximately 4-8 weeks with a kick off and wrap up week Dates: • I plan to visit your classroom once a week. Projected Visit Time: • I plan to have a 35-40 minute debrief/meet with you once a week Planning Time: • I'll track our work and next steps through Connecthub.io, which I will add you to.	

	• What is your processing style? ◦ Would you like me to send you a recap of our discussion and next steps? ◦ Would you like me to send you observation notes in advance for you to reflect on prior to our debrief meeting? • Do you have any other questions/concerns/hopes for our coaching work together?
Brainstorm Coaching Focus/Goal	1. Ask the following questions: • What would you like me to know about you as a teacher and a learner? • What's going well right now? Celebrations in student work and learning? • What's feeling challenging? • What are your hopes for students as a result of our coaching work?
Questions & Next Steps	

Initial Meeting Recap Email:

Hello,

It was so great to meet with you today! I'm really excited about our coaching cycle and can't wait for all the great things to come. I have attached the "Get to Know You" Pages template. Please share it with me when you finish. I'm looking forward to getting to know more about you!

I also attached a screenshot of our notes from our meeting for you to have. I'll visit your classroom on _____ at _____. Please do not stress this visit. The goal is simply for me to become familiar with how your classroom works and get a feel of how things are going! If you have any questions, please reach out to me.

Once again, thank you for working with me. I know we will do great things together. Have a great week, and I'll see you soon!

Classroom Observation Form

Coach:		Teacher:	School:
Focus of Observation:	Date:		
Introduction: ☐ Question ☐ Visuals ☐ Background Knowledge			
Instruction: ☐ Whole Group ☐ Small Group ☐ Collaborative Learning			
Student Activity: ☐ Hands-on Task ☐ Technology Task ☐ Collaborative Task			
Assessment: ☐ Monitoring Notes ☐ Exit Ticket ☐ Quick Checks			
Additional Notes:		Notice and Note: ☐ Student Engagement ☐ Lesson Pacing ☐ Strategic Questioning ☐ Classroom Arrangement ☐ Differentiation ☐ Technology Integration ☐ Checks for Understanding ☐ Participation Strategies ☐ Curriculum usage	

STEP 1 - Identify Meeting:

Identify Meeting - After coaches have conducted initial coaching meetings and a classroom visit, the coaches will schedule a meeting to identify a focus and set a goal for the teacher.

At this Identify Meeting, he/she will:

- Review Gripe Jam activity and observations from the classroom to help pinpoint which area of focus would best benefit the teacher and increase student achievement.
- Throughout the meeting, the coach and teacher will fill out the Coaching Cycle Planning form, and then begin brainstorming possible strategies and/or techniques to implement to support the goal.

Coaching Cycle Planning Form

School:	Teacher:
Focus:	Cycle Dates:
Coaching Cycle Overview	
Coaching Cycle Goal:	
Strategies, Practices, and Tools to Implement:	
Coaching Activities and Support Needed:	
Tracking Student Progress:	
Observation and Debrief Schedule:	

STEP 2 - Planning Meeting:

Planning Meeting - After coaches have conducted the first part of the Identify meetings, the coaches will schedule a planning meeting to select a strategy and/or practice that will be implemented to support the goal.

At this Planning Meeting, he/she will:

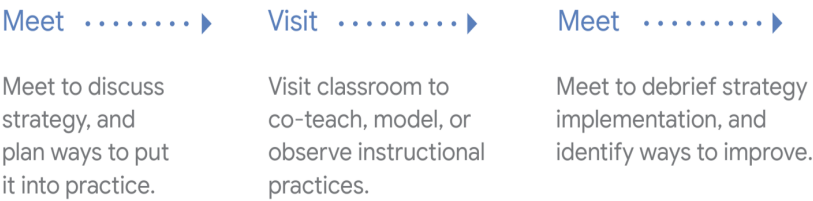
- Review the coach cycle goal that was decided upon last meeting.
- Discuss some possible strategies/practices that could be implemented to support the goal. Review what ideas that the coach and teacher both brought back to the meeting from research, colleagues, etc.
- Select a strategy/practice that will be implemented to support the goal.
- Throughout the meeting, the coach and teacher will fill out the Coaching Cycle Lesson Planning Form. This form is very similar to the Coaching Cycle Planning Form, but this will focus on one specific lesson not a general overview.

Coaching Cycle - Lesson Planning Form

School:	Teacher:
Focus:	Cycle Dates:
Lesson/Activity:	
Coaching Cycle Goal:	
Strategies, Practices, and Tools to Implement:	
Coaching Activities and Support Needed:	
Tracking Student Progress:	
Observation and Debrief Schedule:	

STEP 3 - Implementation Meetings - Classroom Visits & Debriefs:

Implement - The majority of your coaching will occur during the implementation stage in the coaching cycle. As teachers are implementing strategies in the classroom, you will work with the teachers using the meet/visit/meet cycle. During this stage, you will need to visit the classroom once a week and meet with the teacher once a week, at minimum. Be sure to keep track of your interactions with your teacher using the coaching log. Below is a form you can use to guide your conversations during a debrief after a classroom visit.



Classroom Visit Debrief

Coach:		Teacher:		School:	
Focus of Observation:		Date:			
What were our next steps?					
With the feedback and suggestions from our last meeting implemented, how did the lesson go?					
Did the teacher and students make any progress towards the goal? How do we know?					
What did students struggle with? How can we support the students more in the next lesson?					
What are our next steps?					
Additional Notes:					

STEP 4 - Reflection:

Reflection Meeting - After coaches have conducted the first part of the Identify meetings, the coaches will schedule a planning meeting to select a strategy and/or practice that will be implemented to support the goal.

Coaching Cycle Reflection Form

School:	Teacher:
Focus:	Cycle Dates:
Coaching Cycle Reflection Form	
What progress was made? How do you know? Let's celebrate!	
What comes next?	
How can I support you as we move forward into another coaching cycle? [Reflect on you, as a coach]	
Additional Notes	

Example of Coaching Cycle Documentation

[Coaching Cycle Blank Pages Template](#)

[Completed Coaching Cycle Pages](#)

Try-IT Workshops

[Try-IT Workshop Clips Slides](#)

What are Try-IT Workshops?

- Interactive workshops
- New tools featured every few weeks
- Teachers get to be student
- Model the tool and best practices
- Focus on student engagement
- Have fun and share ideas



The Try-IT Workshop Model:

- Icebreaker/Tech Playground
- Model tech tool/application/program
- Tutorial - how to get started
- Time to Try-IT and have fun
- Coaching connections - survey/feedback form
- Follow up email with resources

Workshop Incentives and Badges:

- Attend a session & submit your Try-IT = earn a badge
- Grade level with the most badges at the end of the cycle = free lunch delivered by coach
- Raffles drawings and prizes given out during sessions (jean pass, early dismissal pass, coach cover duty pass, pens, swag, etc.)
- Tech Tool Try-It bulletin board to foster competition (updated by the coach)
- Asynchronous learning option will be available (created by the coach)
- Renewal credit will be given

Suggestions? Questions? Comments?

- What day do you think would work best for your school?
- What time do you think would work best for your school?
- What incentives would you all be okay with?
- What tools/programs/applications would best benefit your teachers?
- How can I make this as stress free as possible for admin and teachers?
- Would it be possible to do it face to face? Maybe socially distanced in the cafeteria. Is a board available there?
- Would it be possible for me to email the faculty and staff to promote the workshops and hype them up...fuel the competition!
- Thinking about doing 3 Try-IT projects with staff. This would take about 6 weeks because we will do one week in between each project to provide planning and implementation time.

Last update Apr 7, 2022

Draft Email for Try-IT Workshop

Hello PES Staff,

Your school is hosting the first ever Try-IT Workshop Cycle! I am inviting you to join us for a Tech Tool Try-IT, as in Try-Instructional Technology Workshop. A new tech tool will be featured each session. Workshops kick off with a quick demo followed by time to Try-IT! Please be sure to bring your iPad to the workshop.

Date: Tuesday, March 15

Tech Tool: Clips

Where: PLC Room

Time: 2:40-3:20

If you participate in a Try-IT workshop, you will have the opportunity to win a prize. Also, for each session you attend and Try-IT with your students, you will earn a badge. The grade level with the most badges at the end will have lunch delivered by me! I mean who doesn't love a friendly competition?!

If you have any questions before the workshop, please feel free to contact me! I am happy to answer any questions, and I look forward to Try(ing)-IT at Pate Elementary! Have a great week! I'll see you all soon!

Try-IT Workshop Flier



Try-IT Student Examples

- https://app.seesaw.me/pages/shared_item?item_id=item.2aeb6a7f-d6c1-4d8b-be57-fca72dd65453&share_token=11W6jVQ5TSiGStWOQ-p5w&mode=share
- https://app.seesaw.me/pages/shared_item?item_id=item.fc9eae77-9ee5-4dfe-bab5-87738d68ed16&share_token=viWWy9NqQXSDTIORvMBmuA&mode=share
- https://app.seesaw.me/pages/shared_item?item_id=item.c59ff044-0142-4d0a-81c3-7417c91557f8&share_token=1vaTvWF0Sw--hsPLihP0TQ&mode=share

Tech Challenges

Draft Email for Tech Challenges

Good Morning!

This was shared with principals during the principals' meeting, but I wanted to share this with you all, as well.

Please share the “Read Across America and Take Off with Tech” challenge with your K-5 teachers as they plan for Read Across America Week coming up! The goal is for students to take their learning a step further by integrating technology with Read Across America activities. If a teacher completes an activity with their students and submits at least ONE activity completed by a student in the “Take Off with Tech” pages template to summer.craddock@darlington.k12.sc.us, they will have the chance to win a prize! I look forward to seeing all the creative activities during Read Across America Week!

Please [click here](#) to download the “Take Off with Tech” Pages challenge.

Tech Challenge Flier



Tech Challenge Student Examples

- <https://drive.google.com/file/d/1lcb3k-q4n1ZTf5oufbSjWrFfYybf-Kxc/view?usp=sharing>
- https://drive.google.com/file/d/1wPRqVY352N7ZF9aQjNNfJMsO6ScGqDh_/view?usp=sharing
- https://drive.google.com/file/d/1C2YuOV1VZVRUXKw6QfyGdfPfkPd0YO6_/view?usp=sharing

Integration Innovator Academy

Draft Email to Principals Regarding Academy:

Dear Principals,

The Instructional Technology team is beginning to plan the start up of the 21-22 Digital Transformation Academy. The purpose of the Digital Transformation Academy is to build teacher blended learning capacity within schools to ensure the latest technological advances, programs, and initiatives are being utilized to increase student engagement and performance. Each school is able to send 2-4 participants (depending on school size). We need your help in selecting academy attendees from your school.

Please keep the following in mind when selecting participants. Academy attendees must:

- Have a homeroom class to implement instructional practices with
- Have a positive attitude with an eagerness to develop themselves and work cooperatively with a coach on a weekly basis
- Not be a media specialist, CT, or Literacy Coach due to not having their own classes and additional meetings already.

Academy Teacher Expectations:

- Will meet one day a month with their cohort during school hours to receive professional development, 1-on-1 coaching, and instructional planning time.
- Will meet with their coach at least once a week during planning and/or after school.
- Will have classroom visits from their coach at least once a week during school hours.
- Will work cooperatively with their coach and partake in coaching cycles to improve instructional strategies and practices and infuse technology into the curriculum.

Number of Academy Teachers to be recommended for your school:

- 1 elementary (6 schools/2,424 students) = 12 academy teachers (Summer)
 - NHE 546 - 2 teachers
 - REMS 118 - 2 teachers
 - LSE 465 - 2 teachers
 - PES 418 - 2 teachers
 - SJE 537 - 2 teachers
 - SECC 340 - 2 teachers
- 1 elementary (6 schools/2,032 students) = 12 academy teachers
 - BEMS 321 - 2 teachers
 - CES 234 - 2 teachers
 - TSA 180 - 2 teachers
 - BRE 515 - 2 teachers
 - DCVA 197 - 2 teachers
 - JLC 585 - 2 teachers
- 1 middle (3 middle/2249 students) = 6 academy teachers
 - HMS - 2 teachers
 - DMS - 2 teachers
 - SMS - 2 teachers
 - DCVA Middle Level
 - REMS Middle Level
- 1 high school (5 schools/2785 students) = 10 academy teachers
 - DHS - 2 teachers
 - MST - 2 teachers
 - DCIT - 2 teachers
 - HHS - 2 teachers
 - LHS - 2 teachers

Integration Innovator Academy Attendees

Teachers attending Academy from each school:

School	Suggested Academy Teachers [Instructional Technology Leader Teachers]
Mayo High	
Darlington County Institute of Technology	
Pate Elementary	
Southside Early Childhood Center	
Darlington County Virtual Academy	
Carolina Elementary	
Hartsville Middle	
Lamar High	
Darlington High	
Spaulding Middle	
Cain Elementary	
Darlington County Intervention School	
Hartsville High	
North Hartsville Elementary	
Lamar-Spaulding Elementary	
Rosenwald Elem/Middle	
Thornwell Elementary	
Bay Road Elementary	
St. Johns Elementary	
Darlington Middle	

1. **Teachers selected by _____.**
 - o Email and Google Forms needs to be sent out to principals
2. **Academy Session 1 held by the _____.**

[Coaching Kickoff -> Needs Assessment Survey]
3. **Academy Session 1 will be:**
 - o Face-to-face
4. **Academy Session 1 Outline:**
 - o Sign in link
 - o Teacher profile link
 - o Join Schoology "Integration Innovator Academy" course
 - o Today's agenda
 - o Introduce ITC team
 - o Introduce cohort groups (feeder schools -> collaboration)
 - o Potato Activity -> Pages
 - i. How can you use Pages in your classroom?
 - ii. Coaches insert tidbits
 - o Challenge with Team
 - i. Get to know you slides -> share with us
 - o Purpose of academy/expectations/coaching cycle
 - o Tech Trick - Focus Area 1
 - i. Clips -> How can you use Clips in your classroom?
 - o Bring Back
 - i. Use clips with your student
 - ii. Submit evidence in Schoology course
5. **Prior to Academy:**
 - o Send out email with:
 - i. Materials needed for academy session 1
 - ii. Send out "Needs Assessment Survey" -> Interview tech thing
6. **Questions to ask:**
 - o Apple pencil for academy teachers with a baggie?
 - o How do we share iPad app assignments between teachers and students?
 - o Do you have a copy of the interview tech thing?

Academy Planning To-Do List			

Academy Schoology Course:

Join the Schoology "Integration Innovator Academy 22-23" course. This course will be used to share and store important information with the academy teachers.