

Onamia Technology Integration Professional Development Plan

Goals of Onamia Tech Ed Project

- Increase teachers' use of technology in instruction and assessment
- Increase student engagement with academic content
- Increase teachers' and administrators' use of data driven decision making for identifying students' needs and adjusting instruction
- Support teacher and administrator participation in Professional Learning Communities in virtual environment.

Training, support and assistance for teachers to integrate technology within instruction and for formative assessments. Purchasing and utilizing 1) Viewpoint Data Warehouse for data driven decision making, and 2) interactive whiteboards, mobile slates, and student response system and other current technologies. To increase student achievement, technology literacy and twenty-first century skills.

Content Areas of Focus: Grades 4-8 Mathematics, English/Language Arts, Science, Social Studies, Grades 9-12 Business Education

Four schools involved: Onamia Elementary, Onamia Secondary, Guy Kokesh ALC , Mille Lacs Academy (Nexus)

Goals for Professional Development Content

- Integrating technology into academic subject matter 40%
- Academic subject matter only 5%
- Technology Subject Matter only (teacher skills) 25%
- Technology Subject Matter only (students skills) 5%
- Using Data to Improve Instruction 25%

Goals for Professional Development Activities (based on 40-59+ hours provided)

- 1 day or shorter sessions 5%
- programs that meet multiple times during month or less 15%
- programs that meet multiple times between 1 month & 3 months 20%
- programs that meet multiple times through Semester 20%
- Programs that meet multiple times throughout year or longer 40%

Goals for Professional Development Delivery Methods

- Coach/Mentor 15%
 - Self-led asynchronous 30%
 - Instructor-led 20%
 - Peer-to-Peer 30%
 - School-Based 5%
-
- On-site face-to-face (53%)
 - Of-site face-to-face (2%) (conferences, external workshops)
 - Web-based (5%)
 - Hybrid (40%)

Teacher Technology Team

Trainers, facilitators, coaches/mentors

- Michelle Anderson, Grade 4
- Kevin Armbrust, English Grade 7
- Linda Caron, Business Education Grade 9-12
- Troy Gunderson, English Grade 9/10
- Amanda Lee, Grade 6
- Amy Lueck, MLA Elementary
- Joan Straw, Title I 4-6
- Nicole True, Science Grade 7/8

ViewPoint Team Trainers (ILT)

Trainers, facilitators, coaches/mentors

*Denotes ViewPoint Admin Leaders

- Meg Litts, Professional Development Specialist*
- Brady Hermel, Counselor*
- Melisa Maxwell, Title*
- Tina Vandenheuvel, Administrative Assistant* (non ILT)
- Bonnie Olmanson*

ViewPoint Team Trainers (ILT)

Trainers, facilitators, coaches/mentors

- Alicia Laughery
- Brandy Clark
- Nathalie Hendrickson
- Danette Rohloff
- Rachel Larson (non ILT)
- Dixie Peterson (non ILT)
- Cheryl Kunesh (non ILT MLA)
- Karen Gusk (non ILT MLA)
- Other ILT: John Varner*, Larry Jallen, Dennis Hitzemann, Marsha Skoog

Technology Integration Specialist

Oversees and coordinates the activities and training for the Teacher Technology Team and works with the Professional Development Specialist for Viewpoint training and support.

Other technologies will be included as appropriate including Web 2.0 tools (Teacher Portal, Wiki, Blog, On-line community, Podcasts, Video conferencing, Web conferencing, youTube, social bookmarking, google docs, etherpad)

Grant Goal 1 - Increase Teachers' Use of Technology in Instruction and Assessment

Grant Goal 1 - Increase Teachers' Use of Technology in Instruction and Assessment		
<i>Activities, Target Behaviors or Strategies</i>	<i>Resources/Training Needed</i>	<i>Evaluation/Timelines</i>
<p>Teacher Technology Team T³ (8 identified teachers)</p>	<p><u>SMART Technologies</u> (SMART Board, Slates) <u>eInstruction Technologies</u> (CPS, Workspace, Examview)</p> <ul style="list-style-type: none"> • Ensure applications are installed and appropriate technologies available for teacher utilization • Team members learn the technologies • Professional development time and support provided to Team members to learn technology integration best practices and for lesson plan development • Team members will develop interactive lesson plans and embed formative assessments with appropriate technology within their instruction • Acquire ready-made lessons and assessments and modify as appropriate for their content areas • Develop professional development schedule for Team member training and all staff training, including training provided by Team members • Provide opportunities for Team members to participate in site visits to other school districts utilizing targeted technologies 	<ul style="list-style-type: none"> • SMART Level 1 (6 hrs) and Level 2 (6 hrs) training with Resource Training & Solutions • CPS student response systems (clickers) and Examview (4 hrs) and WorkSpace (2 hrs) training with Edutek, • Small group (mini teacher-led), peer-to-peer, and 1-1, and online professional development, technology integration specialist assists with coordination and/or facilitation • Professional development best practices for technology integration, lesson plan development, and embedding formative assessments
<p>K-12 Staff</p>	<ul style="list-style-type: none"> • Identify available technologies, support, and training resources available to all staff • Team teach using new technology (MLA) <p style="text-align: center;"><i>Provide CEUs and certificates of attendance</i></p>	<ul style="list-style-type: none"> • Similar evaluation as Team members to extent of teacher use across the district • Every district teacher will utilize at least one new technology for instructional planning or within a lesson or unit or for student assessment • Track training sessions (1-1, small or large group) provided by T3, including TIS <p><u>Data Source</u></p> <ul style="list-style-type: none"> • MDE Teacher Survey (2/10, 9/10, 5/11) • Training Attendance Logs • Instructional plans integrating technology and student result feedback • Teacher Observation Documentation • Moodle Reflection postings • TTT monthly progress summaries

Grant Goal 2 - Increase Student Engagement with Academic Content

<i>Activities, Target Behaviors or Strategies</i>	<i>Resources/Training Needed</i>	<i>Evaluation/Timelines</i>
<p>Teacher Technology Team T³ (8 identified teachers)</p> <ul style="list-style-type: none"> • Instruction increases student engagement and participation in hands-on involvement in daily class activities and lessons • Formative assessments integrated within instruction, upon review of data results, instruction is differentiated or reinforced to address strengths or weaknesses of student achievement • Professional development time and support provided to Team members for collecting and interpreting assessment data and learning best practices for instruction modifications and student engagement • Teachers utilize activities from Perspective website • Encourage students and parents to acquire learning activities specific to their needs using their Learning Locator Number on Perspective website; identify how to ensure introduction or training provided as needed • Use Viewpoint data warehouse for data driven decision making to acquire reports and interpret data for identifying student needs and instruction differentiation or modifications that are needed • Monitor student learning through frequent, team-developed formative assessments that are aligned to state standards • Encourage student use of Atomic Learning and other resources and provide mini training sessions to student to acquire technology skills 	<ul style="list-style-type: none"> • Team training on student engagement best practices, learning activities, use of formative assessments, interpreting data and instruction modifications • Team member training on Viewpoint reports, data interpretation, identifying appropriate learning activities and assessments • Provide access to teacher resources (online or other) • Schedule for follow-up observations • Websites or other resources to support, train teachers or provide access to academically appropriate interactive activities 	<ul style="list-style-type: none"> • Student engagement observations (e.g. by peers, technology integration specialist, curriculum and instruction specialist, administrators, grant evaluator) • Students regularly interact with technology (Slates, IWB, SRS, Mobis); video/audio of student engagement/participation when feasible • Percentage of students who measure progress in relation to standards per assessments (formative, summative, MCAs, NWEAs, etc) • 100% Team members integrate technology, embed formative assessments in their instruction, and utilize results for instructional improvement to increase student engagement
<p>K-12 Staff</p> <ul style="list-style-type: none"> • Professional development time and support provided for collecting and interpreting assessment data and learning best practices for instruction modification (with or without technology)—coordinated by Professional Development Specialist OR Curriculum Integration Specialist • Activities similar to Teacher Technology Team 	<ul style="list-style-type: none"> • Similar to Team members 	<ul style="list-style-type: none"> • Similar to Team members • <p><u>Data Source</u></p> <ul style="list-style-type: none"> • <i>Assessment Activity Logs</i> • <i>Teacher Observation Documentation</i> • <i>Moodle Reflection Postings</i> • <i>PLC Sharing Summaries and training</i> • <i>Video/Audio Recordings</i> • <i>Student Outcome Measurements (e.g. tests, NWEA, MCA)</i> • <i>T3 Monthly Progress Summaries</i>

Grant Goal 3 – Increase Teacher and Administrator’s Use of Data Driven Decision Making For Identifying Student Needs and Adjusting Instruction

	<i>Activities, Target Behaviors or Strategies</i>	<i>Resources/Training Needed</i>	<i>Evaluation/Timelines</i>
<p>Instructional Leadership Team</p>	<ul style="list-style-type: none"> • Use Viewpoint data warehouse for data driven decision making <ul style="list-style-type: none"> ○ Learn to use Viewpoint ○ Identify desired outcomes and coordinate relevant professional development training opportunities for K-12 staff ○ Develop reports and learn how to interpret the data for identifying student needs and adjusting instruction ○ Provide mentoring/coaching and support to K-12 teachers • Identify best practices of formative assessments, methods, and strategies and instructional adjustments based on student data • Facilitating Professional Learning Communities • Addressing Four Key Questions <ul style="list-style-type: none"> ○ What do we want students to learn? <ul style="list-style-type: none"> ▪ Benchmark skill(s) for this lesson ○ How will we know they have learned it? <ul style="list-style-type: none"> ▪ Formative assessment(s) aligned to benchmark(s) ○ What will we do if they do not learn it? <ul style="list-style-type: none"> ▪ Differentiated instruction/intervention strategies ○ How will we deepen the learning of those who have learned it? <ul style="list-style-type: none"> ▪ Enrichment 	<ul style="list-style-type: none"> • Viewpoint Team Training <ul style="list-style-type: none"> ○ Administrators <ul style="list-style-type: none"> ▪ 2/23-24/10 Viewpoint National Conference ▪ 4/26/10 VP Admin Training ○ Teacher Team Training <ul style="list-style-type: none"> ▪ 5/4/10 4 hours • Establish schedule for May 2010-June 2011 professional development • Establish schedule for instructional strategy observations by administrators, professional development specialist, technology integration specialist, peers 	<ul style="list-style-type: none"> • Qualitative <ul style="list-style-type: none"> ○ Face-to-face and virtual discussions and reflections ○ Instructional strategy changes addressing student data • Quantitative <ul style="list-style-type: none"> ○ % of students increasing achievement in relation to standards ○ # of teachers attending Viewpoint training ○ # of teachers accessing Viewpoint Data Warehouse ○ # of teachers utilizing formative assessments in their classrooms ○ # of teachers participating in PLC—face-to-face and Moodle (# hours individual teachers spend in discussion of data interpretation and formative assessments)
<p>K-12 Staff</p>	<ul style="list-style-type: none"> • Professional development opportunities, time, and support is provided to teachers on report generation, data interpretation, and learning best practices for adjusting instruction • 100% of teachers will utilize Viewpoint reports--Reading and Math data (MCA-II, MAP, grades, etc.) to determine student strengths and weaknesses • SMART Goals developed and strategies utilized to achieve • Collaboration and discussions through professional development opportunities <ul style="list-style-type: none"> ○ Face-to-face professional learning communities a minimum of twice per month to look at student work and monitor student learning through team-developed formative assessments aligned to state standards ○ Virtual professional learning community using Moodle to extend discussion on best practices and sharing results of increased student achievement, utilizing formative assessments, and technology integration • Participate in instructional observations 	<ul style="list-style-type: none"> • Districtwide Viewpoint Training <ul style="list-style-type: none"> ○ Report generation ○ Data interpretation • Best practices <ul style="list-style-type: none"> ○ Instructional strategies ○ Formative assessments ○ Summative assessments 	<p><u>Data Source</u></p> <ul style="list-style-type: none"> • <i>Training Attendance Logs—PLC sign in sheets, Moodle online records including reflection postings</i> • <i>Viewpoint Data and student outcome measurements (eg tests, NWEA, MCA, etc)</i> • <i>Assessment Activity Logs</i> • <i>SMART Goal Planning and Reflection documentation</i> • <i>Teacher Observation Documentation</i> • <i>Video/Audio Recordings</i>

Grant Goal 4 – Support Teacher and Administrator Participation in PLCs in a Virtual Environment

	<i>Activities, Target Behaviors or Strategies</i>	<i>Resources/Training Needed</i>	<i>Evaluation/Timelines</i>
Teacher Technology Team T³ (8 identified teachers)	<ul style="list-style-type: none"> • Professional learning community (face-to-face) guided by Instructional Leadership Team for discussion of content area research and instructional improvement strategies • Team members lead discussions for technology integration and share results and findings of increased student engagement and achievement and use of formative assessment and instructional strategies • Team member collaboration, resource and idea sharing among team via wiki or other virtually accessible collaborative tool • Online collaboration using Moodle for all teachers to extend discussion on best practices, technology integration, assessments, interpreting data, and activities to increase student engagement and achievement • Peer-to-peer mentoring/coaching for observation of lesson presentation and assistance in identifying strengths or areas of improvement for technology integration into lessons • Extend professional learning communities outside of district teachers 	<ul style="list-style-type: none"> • Participation expectations in professional learning communities (face-to-face) • Participation expectations in online collaboration using Moodle • Moodle training • Wiki training • Peer mentoring/coaching and observation training • Provide opportunities for teachers to build online learning communities with others outside of the district 	<ul style="list-style-type: none"> • Participation in professional learning community (face-to-face) twice per month • Participation weekly via online collaboration using Moodle or wiki with quality postings <ul style="list-style-type: none"> ○ Self reflection of technology integration into curriculum and assessment ○ Response to peer Moodle postings providing support, guidance, and suggestions ○ Sharing peer observation results in Moodle postings •
K-12 Staff	<ul style="list-style-type: none"> • 100% of teachers will participate in face-to-face and virtual professional learning communities (Moodle) during the 2009-2010 and 2010-2011 school years 	<ul style="list-style-type: none"> • Instructional Leadership Team will guide professional development for all staff • Similar to Team activities 	<ul style="list-style-type: none"> • 100% of teachers will participate in professional learning community (face-to-face) twice per month • 100% of teachers will participate weekly via online collaboration using Moodle during 2009-2010 and 2010-2011 school year <p><u>Data Source</u></p> <ul style="list-style-type: none"> • PLC sign in sheets • Moodle Reflection Postings and Responses • PLC Sharing Summaries and Online Records • T3 Monthly Progress Summaries