

K-12 Computing Blueprint Webinar

Your Resource for One-to-One Computing

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K12 Computing Blueprint Education Webinar

Professional Development for Technology Integration

September 25, 2007

4:00 EST (1:00 PST)

Sponsored by Intel

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K-12 Computing Blueprint

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Visit us to read case studies, learn about research, access resources, and keep up on recent news about laptop learning, other forms of one-to-one computing, and K-12 ed tech issues including funding, curriculum, leadership and professional development.

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Introductions



Moderator: **Judy Salpeter**
Technology & Learning



Welcome: **Terry Smithson**
Intel



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Speakers

Leslie Wilson

Director/President Freedom to Learn and One-to-One Institute
Michigan Department of Education



Eva LaMar

1:1 Laptop Initiative Program Development Specialist
Springfield Public Schools, Oregon



Agenda

Professional Development for Technology Integration

- **Getting Everybody on Board (Leslie Wilson)**
- **Focusing on What Matters (Eva LaMar)**

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PD for Technology Integration: Getting Everybody on Board



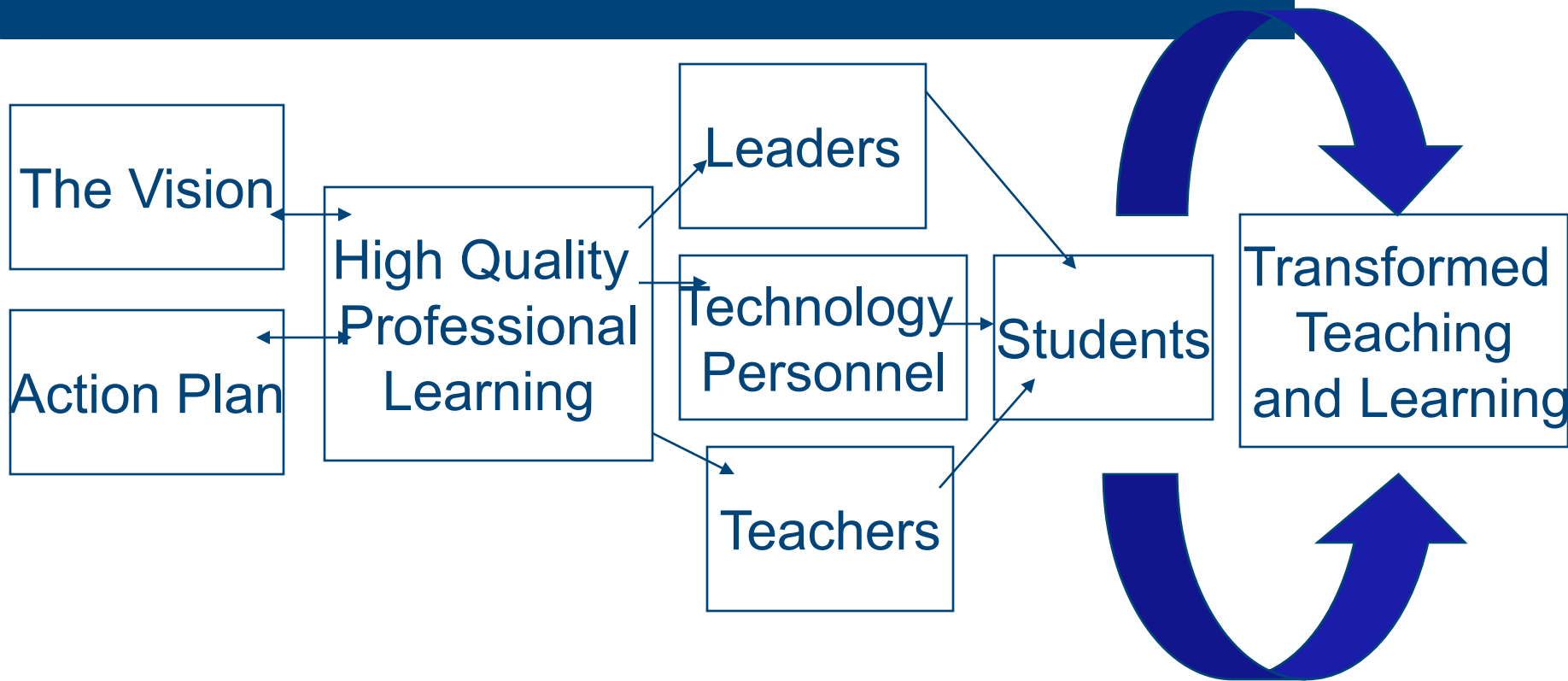
Leslie Wilson

Director/President Freedom to Learn and One-to-One Institute
Michigan Department of Education

Professional Learning for All

- Specific for roles and responsibilities of
 - Administrators
 - Teachers
 - Technology Personnel
 - And as a unified team

The Big Picture



Vision Development

A shared vision for the enhanced technology education environment is important.

- All key stakeholders participate in the prioritization process
- Technology becomes part of the bedrock of the organization's goals
- Funding prioritizes complement the vision
- Short and long term technology/education goals are defined and revisited each year

Vision Development

- Short term strategic conversations with an identified outcome – a defined vision
- Steps toward achieving the vision are published, shared and regularly communicated to all extended stakeholders
- Plans toward goal achievement are put into an action plan, regularly reviewed and assessed

First! The Conversation

Ongoing, consistent adult discussion regarding all matters related to the changed environment is critical.

- These should be part of the regular schedule of adult meetings and discussions as part of school calendar
- Allows for reluctant ‘changers’ to find a ‘safe’ place to share, discuss and receive feedback

Professional Learning for All

Though each person's role is unique, there is much intersection of 'purpose' and 'focus' within the highly enabled environment.

- It is change for all
- It causes realignment of practices, strategies, safety practices, management, communications
- Causes school reform
- Changes relationship between home and school

High Quality Professional Learning

- Opportunities address different levels of adult learning
- Employs research regarding adult learning
- Emphasizes ‘meaningful’ technology integration methods
- Emphasizes integration of guaranteed curriculum/instruction with technology

Elements of High Quality Professional Learning

- Focuses on Student Achievement
- Includes high levels of collaboration and dialogue
- Is ongoing
- Is reflective
- Is research based
- Is a coaching/mentoring model

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Administrators' Professional Learning Must Focus on the Qualities Critical for Leading in Enhanced Education Environments

So - Leaders' Professional Learning Must Include:

How to develop and lead the vision/purpose for technology enabled environments.

- A toolkit for presenting well-defined beliefs about 'why' engage the technology enhanced environment
- Techniques for setting goals
- Modeling disciplined pursuit of those goals
- Methods for identifying type of 'change' represented for staff and school
 - And how to support each in the change process

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First and Second Order Change Influence Professional Learning

First Order Change

- **An extension of the past**
 - Consistent w/ prevailing organizational norms
 - Congruent with personal values
 - Easily learned using existing knowledge and skills

Second Order Change

A break with the past

- Inconsistent with prevailing organizational norms
- Incongruent with personal values
- Requires new knowledge and skills
- Inspires teachers to be reluctant to change to accommodate the enhanced environment

Facilitating the Reluctant Teacher

- Understanding the personal impact (second order change) for the individual.
 - What does this enhanced environment ‘mean’ to the person’s value system?
 - Identify fear and vulnerability factors
 - Reiterate the imperative for the ‘change’
 - Identify steps for facilitating support
 - Consistent communication, feedback and dialogue regarding the issues
 - Tailoring support for individuals and groups

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Teachers' Professional Learning – Empowering the Classroom.

Teachers Professional Learning- Leaders Create the Critical Mass

Identify the core of teachers/staff who embrace the vision and plan.

- Frame and target the key issues with this group
- Engage this group identifying:
 - What is the personal/value impact for the staff?
 - What is the implication for the school?

Differentiate to Meet Each Teachers' Level of Expertise and Emotion

Staff will be at different places relative to whether this is first or second order change.

- Differentiate approach based on individual needs (what PD would be most appropriate; providing safe places for each to discuss issues and receive skill/emotion level-appropriate professional learning)

Build Internal Capacity-Teachers Influence/Learn with One Another

- Identify lead teachers –expand leadership
- Provide consistent, rigorous PD-scheduled into the life of the school
- Set goals for expansion –growing internal expertise and strength
- Evaluate goals/overall project and adjust as needed
 - Allow each teacher to weigh in on effectiveness of PD activities

Teacher Professional Learning Musts

- Maintain a 'Customer' Focus
- Celebrate all phases of the work, especially student and teacher achievements
- Include time for teachers to talk
- Address needs as they arise
- Include community partners
- Make these the way of doing business!

Teacher Professional Learning Musts

- Include learning that focuses on the ‘shift’ between former teaching and learning practices and those in the enhanced environment
- Emphasize change in classroom management strategies
- Create a complete learner environment – teachers become learners with their students

Teachers' Professional Learning Musts

- Focus on 'meaningful' technology integration
 - High level versus low level
- Constructivist approaches
 - Project and problem based

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Technology Personnel Professional Development Matters!

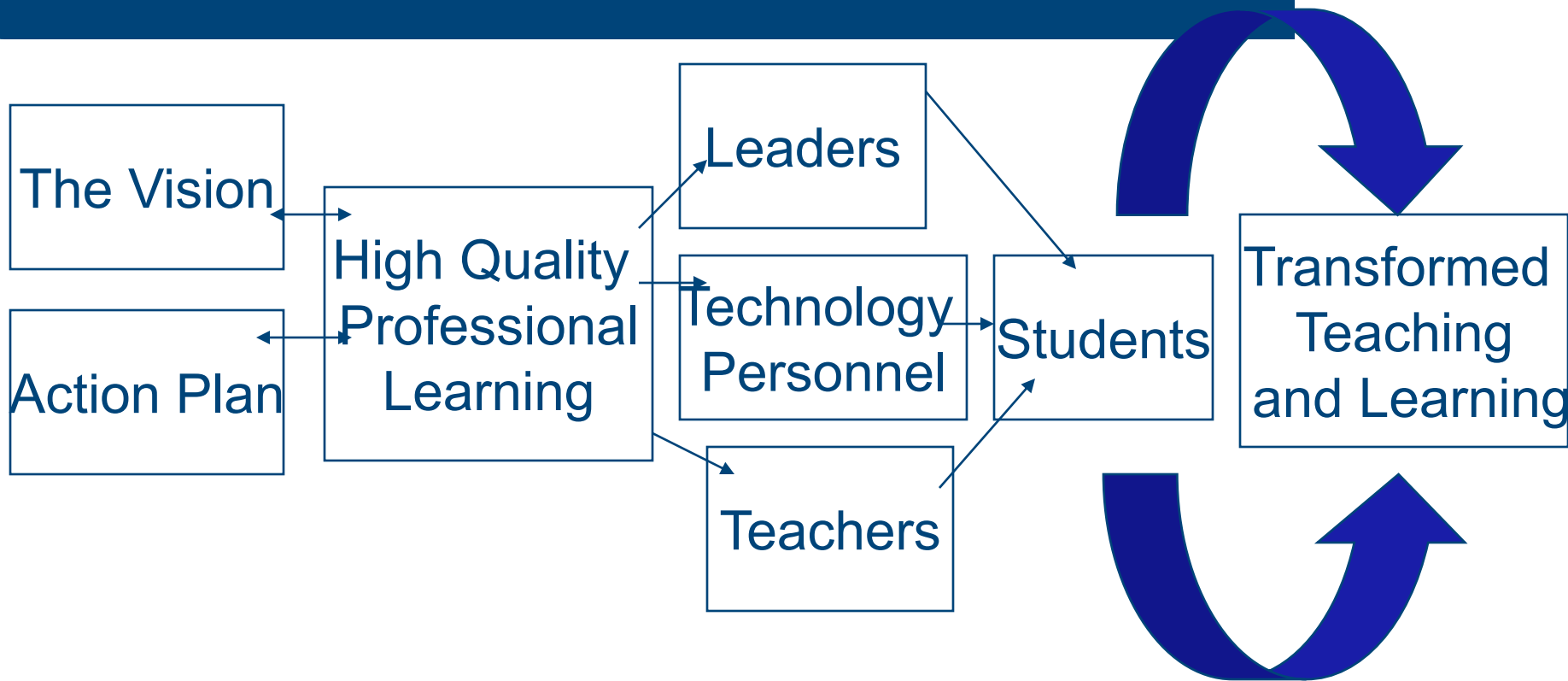
Technology Personnel Professional Learning to Include:

- Effective strategies that incorporate:
 - Setup & Testing
 - Initial Implementation
 - First Month's Support
 - Ongoing Support
 - Review the process and make modifications/improvements

Technology Personnel Professional Learning to Include:

- How to ensure better wireless technology in building, where to place access points, etc
- Scheduling maintenance
- Engaging the attitude that **more** technology in our student's hands is the goal, not a lock-down situation reducing students' access
- Internal troubleshooting-expanding expertise in building
- Open systems vs. Closed systems
- Safety measure that allow for robust use of technology

The Big Picture



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Thank You

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PD for Technology Integration: Focusing on What Matters



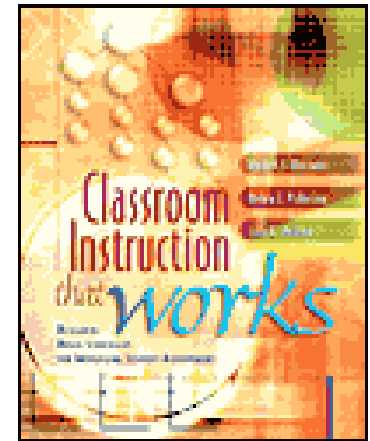
Eva LaMar

1:1 Laptop Initiative Program Development Specialist
Springfield Public Schools, Oregon

Focusing on What Matters: Research

Laptop Are NOT magic - laptops won't improve student achievement by themselves

1. Teachers must commit to integrating technology, taking risks, attending ongoing staff dev't, and learning from each other
2. Use existing research to build best practices & expectations for laptop use
3. There is no 'recipe' that will work for every school or district, but there are best practices
4. Administration must have a vision that the staff is committed to achieving- with admin support and encouragement



Focusing on What Matters: Integration



WHAT WE WANT: What really matters are students.

- as a productive part of our community
- as part of a learning community
- highly engaged in the learning process
- High achievement for all students

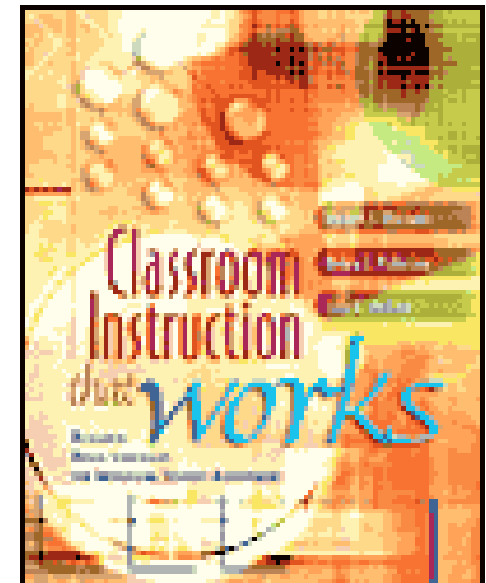
WHAT CAN HAPPEN: It also matters as it becomes disruptive to the learning process!

- Laptop as a lecture device - low levels of student engagement
- Laptops as an electronic textbook
- Teaching practices remain the same while dynamics of the learning process are changed by the laptops

Focusing on What Matters: Research

Focus on what we know works, then adapt and modify for effective technology integration!

- Existing Research: “Classroom Instruction That Works” by Marzano, Pickering & Pollock
 - 9 strategies for increasing student achievement
 - Focus on 1 or 2 strategies at a time, integrate into existing technology
- Existing Research: Understanding By Design
- Data-driven decision making (Mastery In Motion, online state testing, etc.)



Focusing on What Matters: Learning

Sample Staff Development 3-hour Session

Topic focus: Marzano's Summarizing strategy

- Review chapter on Rule-Based Strategy.
- Brainstorm laptop resources to support.
- Scaffold activity (word processor, Inspiration, Web).
- Practice strategy as “pretend students.”
- Work on support materials.
- Ongoing support and sharing experiences.

Focusing on What Matters: Learning

Sample Staff Development 3-hour Session

Topic focus: Similarities & Differences



- Review Marzano's chapter on Similarities & Differences.
- Try Inspiration's ability to create word-sorts: categorize, classifications, ordering words/terms/concepts.
- Practice strategy as "pretend students." & support materials.
- Ongoing support and sharing experiences in 2 wks time.

Focusing on What Matters: Differentiation

Staff Development must be ongoing, relevant to the needs of the teachers and students, and built upon research-based best practices

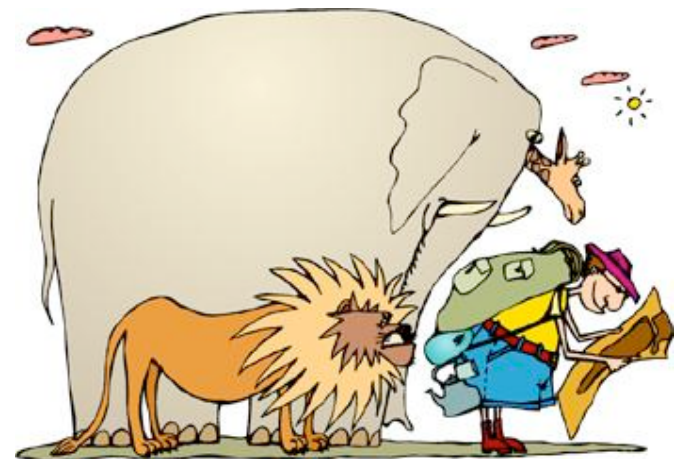
- Offering differentiated, ongoing SD options:
 - Marzano, UBD & other research woven in for all sessions: focus on student achievement
 - Weekly sessions for whole group
 - After school 'mini sessions'
 - On demand & request
 - Online classes & 'just in time" support
 - In-class mentoring, modeling, and coaching
- Administrative expectations that the best practices will be used in the classroom (reluctant teachers, etc)



Integration: Focusing on What Matters

There is no roadmap that works for every laptop initiative.

- Best practices & research-proven strategies applied to SD
- Ongoing differentiated SD
- Shared vision and direction
- Set expectations for everyone involved



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Thank you

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