

Educational Technology Staff Development Action Plan El Rodeo School 2002-2003

GOALS FOR PROFESSIONAL DEVELOPMENT

- Faculty (grades 4-8) will take part in CTAP² assessment, to be used to determine all professional development activities.
- Faculty (grades 4-8) will become literate in the basics of Information Technology. This is developed further below.
- Faculty (grades 4-8) will develop their competence with productivity tools such as the Microsoft Office™ suite, grading software, and other tools relevant to their respective classrooms.

SCHOOL TECHNOLOGY OVERVIEW

El Rodeo School is a K-8 school in the Beverly Hills Unified School District (BHUSD). Our current enrollment is approximately **800** students, approximately **520** of which are 4th-8th grade students. As of the 2002-2003 school year, a LAN has been established throughout the school, delivering continuous Internet access to every classroom. El Rodeo is connected to a server located at the district offices via a T-1 line. By way of grants, categorical funds, donations and business partnerships, the school has accumulated enough computers in 4th-8th grade core curriculum classrooms to satisfy the ten to one, student to computer ratio.

Additionally, the school has two 30-station computer labs: one iMac lab and one PC lab. The new PC lab is the designated instruction lab where three elective classes and 2-3 elementary technology classes are held daily. The iMac lab is designated for grades K-8 use on a sign-up basis. Both labs are connected to their own server, which is then connected to the server at the district offices, providing the constant Internet access.

Currently, our school has one full-time Computer Teacher and a campus Technology Coordinator. The El Rodeo PTA has a technology committee that focuses on getting all teachers Internet-ready computers. This committee is also charged with creating a Site Technology Plan that coincides with the District's Technology Plan.

Thanks to the AB1339 grant funding El Rodeo received for the 2001-2002 school year, we have been able to hold weekly technology workshops for our Grades 4-8 teachers since September 19, 2001. In addition to these workshops, we have surveyed the faculty to ensure we are meeting their ongoing technological needs in the classroom. Ongoing lessons have included productivity software (Microsoft Office XP applications, grading software), web design, Internet navigation and research, digital video editing, email, and the personal organization of files and folders, to name a few.

ACTION PLAN INTRODUCTION

El Rodeo has developed an Action Plan for educating teachers in the area of technology that is meant to act as a dynamic model for future years of professional development. The

Plan is structured such that it can be updated quarterly as technology and teachers' needs/skills further develop.

The Plan is also designed to conform to the Commission of Teacher Credentialing (CTC) standards and the BHUSD Technology Plan, as well as meet staff development objectives of the Beverly Hills Unified School District Local Improvement Plan (LIP). BHUSD's newest Technology Plan focuses on updating district-wide hardware over the next three years.

The District's Local Improvement Plan focuses on helping teachers implement instructional practices conducive to high student achievement. The LIP includes a specific emphasis on the development of strategies in the areas of reading skills, technology, and differentiated instruction. The District Technology Plan hopes to further facilitate this by creating online databases of resources to be shared among teachers in the District. One of these databases will be a software evaluation management center, while the other will manage lesson plans electronically through the District network.

The English Learner program in our district has identified which teachers will need SDIAE training or the CLAD credential. By increasing the computer skills of our teachers, we will also encourage them to consider participating in some of the online resources now available to satisfy the requirements for those credentials. We will also encourage the use of technology in lesson planning and projects either through the use of the Internet or educational software.

AREAS OF EMPHASIS

El Rodeo's Action Plan will focus on the development of teachers' information technology literacy and the competent/relevant use of electronic productivity tools.

Information Technology Literacy

After facilitating weekly workshops for two-thirds of the 2001-2002 year, we have learned that many more teachers need basic technology skill development than earlier expected. Our 2002-2003 Action Plan calls for a weekly workshop agenda that revisits some of the basics. Navigating through the Mac and Windows environments, accessing and properly storing files, installing and removing software, and maneuvering through our network will be some of the topics covered.

Once we can conclude (by means of individualized assessment) that the staff has met the basic skills competency level, workshops will shift toward the information superhighway. Teachers' information technology literacy will be developed through relevant web searches and email use.

By the end of the 2002-2003 school year, we expect to have our Grades 4-8 staff competently utilizing their classroom computers with particular emphasis on accessing resources via the World Wide Web for curricular support.

Competence with Productivity Tools

As of September 2001, Beverly Hills Unified School District has employed a Windows-based student management system (Aeries) that raises the standard of what productivity tools teachers should utilize. The new system is run on Microsoft Access and has the potential to integrate with our grading software as well as allow teachers to eventually

update attendance from their classroom computers. This is just one of the reasons why “competence with productivity tools” will be a priority for professional development during the 2002-2003 school year.

With our district license of the Microsoft Office XP suite, teachers have access to numerous productivity titles such as Word, Excel, Access, PowerPoint, Publisher, and FrontPage. Using these applications, workshops will focus on managing records with Access, performing mail merges with Word, designing certificates and posters through Publisher, posting online grades and assignments with FrontPage, and most importantly – designing multimedia lessons using PowerPoint. El Rodeo currently possesses projection devices so teachers can project a view of their computer screen on a television monitor for use in class instruction, or onto screens using LCD projectors. With this, a major focus will be to develop skills in Microsoft PowerPoint.

Internet access is available to all teachers in their classrooms, as well as in the two computer labs. Accordingly, we can begin to take advantage of the possibilities for the sharing of information – especially progress and grade reports with students and parents. So far this year, five Middle School teachers have posted their grades and assignments on the World Wide Web through secure, password-protected sites. This pilot group has been very successful and more teachers will be encouraged to do the same next year. It is also the time to emphasize collaboration with our colleagues throughout the District via e-mail as well as within the educational community at large. We are eager to develop new routines and effective skills for communicating with administrative staff in all areas of school and district business.

Our “productivity” workshops will focus on developing skills in our teachers that allow them to post grades online, as well as produce varieties of educational materials for their classrooms.

TRAINING ACTIVITIES

The El Rodeo Action Plan will consist of 36 weekly technology workshops, 2-3 individual/grade-level meeting periods, and four program evaluation periods throughout the 2002-2003 school year.

At the introductory school site faculty meeting, a presentation will be made to demonstrate the power of technology with a short survey to follow. The survey will ask teachers to identify their areas of weakness with technology and state their needs for training. From there, a weekly workshop schedule for the first quarter will be devised.

Naturally, all teachers will not be able to attend each and every weekly workshop. Handouts from each workshop will be made available in the main office with one-on-one instruction available during three different weeks of the school year. Based on the grade-level need, the three weekly periods may include workshops with whole grade levels attending.

At the end of each quarter, evaluations will be collected and new workshop topics will be designed. Based on our two areas of emphasis for the 2002-2003 school year, we will focus on teachers’ overall competency with their computers and actual use of their productivity tools.

One of the first areas of focus will be to evaluate teachers' competency with the basics of information technology. Gathering information from our opening day survey as well as from one-on-one interactions, we will assess which teachers need early intervention to bring them up-to-date. The workshops offered in the first month of school will focus primarily on these individuals. The next two months will integrate productivity tools such as Word and Publisher while also educating teachers on the functions of the District's network. By the end of the first quarter, we will be ready to assess teachers' basic skills and move onto email lessons and email client configurations.

By the mid-year evaluation, our focus will be training teachers to utilize our site-licensed grading software, MicroGrade. Once the teachers have obtained a solid foundation, the next goal will be to educate each teacher on locating and using Internet resources. Along with this training, sample lessons will be demonstrated to show how a teacher could create his/her own effective lesson plans. Since many new textbook adoptions include software, the next step will be to work with teachers on how the software works and how to maximize its capabilities. El Rodeo has many other site licensed software bundles. Each teacher shall also be shown how each program is used and how it can benefit their curriculum.

The Action Plan calls for individualized training that will take place at times convenient for the instructor and teacher. Most training will take place after school or during common planning periods. The grant money will be spent mostly on instructor's time and financial incentives for each teacher. It is expected that each teacher will receive a minimum 1-hour each month in training. Since the training will occur on his or her time, each participating teacher will receive our Adult Education pay rate, on an hourly basis. This rate will apply to the instructors, as well. The instructors will be qualified, on-site teachers, and occasionally, outside specialists.

Slight modifications may need to be made once we know what teachers will be returning for the 2002-2003 school year. If there are many new teachers that this plan will affect, we plan to issue more specific surveys at the beginning of the year and make adjustments based on the skill level of the teachers present for the upcoming school year.

TENTATIVE BUDGET

There are approximately 520 students enrolled in Grades 4-8 at El Rodeo, therefore the technology education staff development Action Plan is anticipating an allowance of up to \$10,400.00 from this grant. If there is any surplus in either of the first two it will be added to the fund for software and licensing the software. The following expenses are expected:

Incentives for faculty including stipends, gift certificates, and course supplies. To be further assessed at first quarter evaluation meeting.	\$6824.00
Payment for on site experts-teaching classes and individualized support. (\$34.12 x 100 hrs.)	\$3412.00
TOTAL EXPENDITURES (estimated)	\$10,236.00

PROJECT TIMELINE

The following timeline is a tentative schedule of activities founded on the assumption that funding will commence at the beginning of the 2002-2003 school year. The following dates are based on the tentative 2002-2003 school calendar.

August 2002	Meet with District technology team to plan coordination of professional development, including AB 1339 implementation.
August 28, 2002	First faculty meeting, with time set aside to introduce AB 1339 Action Plan for technology staff development and explain the timeline of instruction
September 2002	Workshops and individualized sessions held emphasizing basic skill development.
October-November 2002	Workshops in Word, Publisher, PowerPoint, basic Internet use, and network functions.
November 2002	First quarter evaluation and plan for next quarter set. Emphasis placed on promoting "long term sustained learning activities" throughout the year.
December 2002	Workshops and individualized instruction on email, Internet navigation, and grading software.
January 2003	Training in the use of site licensed software, including students programs and teacher productivity software.
February 2003	Second quarter evaluation and planning for future workshops. Workshops held will focus on web design and presentation software.
March 2003	Individualized weekly period held in addition to workshops to meet the specific needs in identified areas.
April 2003	Third quarter evaluation. Workshop training in more complex productivity tools such as Excel and Access, as well as multimedia offerings such as digital video editing and Photoshop.
May 2003	Review/expand on previous topics. Weekly workshops continued.
June 2003	End of the year evaluation. Regular faculty meeting with time dedicated to meet as a large group and share ideas and showcase other projects.
July 2003	Technology Team meets and sets preliminary staff development based on the potential 2003-2004 AB 1339 grant proposal.