School-Based Technology

COMPONENT #: 2-003-395   **POINTS TO BE EARNED:** 120 MPP

DESCRIPTION: Write a brief description of content and intent of component.

This component is designed to enable the participant to apply new technology-based strategies to the classroom instruction, develop technology-based learning activities for students to support specific content standards, and assist teachers and students in building technology proficiency skills.

Upon successful completion of the professional development, the participant will be able to research, examine, and implement current strategies, teaching techniques, and recent trends in the area of technology.

STANDARDS/FOCUS AREAS ADDRESSED BY COMPONENT: Identify the standards, national/state/district imperatives, initiatives or key focus areas this component supports.

Standards for Professional Learning (choose one)

☐ Learning Communities   ☐ Learning Designs
☐ Leadership   X Implementation
☐ Resources   ☐ Outcomes
☐ Data

Florida Educator Accomplished Practices (check all that apply)

X Instructional Design and Lesson Planning   ☐ Assessment
X The Learning Environment   ☐ Continuous Professional Improvement
X Instructional Delivery and Facilitation   ☐ Professional Responsibility and Ethical Conduct

Florida Leadership Standards (check all that apply)

☐ Student Learning Results   ☐ Decision Making
☐ Student Learning as a Priority   ☐ Leadership Development
☐ Instructional Plan Implementation ☐ School Management
☐ Faculty Development   ☐ Communication
☐ Learning Environment   ☐ Professional and Ethical Behaviors

IPEGS Standards (check all that apply)

X PS 2 – Knowledge of Learners   ☐ PS 6 – Communication
☐ PS 3 – Instructional Planning   ☐ PS 7 – Professionalism
X PS 4 – Instructional Delivery and Engagement X PS 8 – Learning Environment
☐ PS 5 – Assessment

IMPACT FOCUS AREA(S): select the intended impact focus area(s) from the choices below. Note that Impact Evaluation procedures should reflect this level of impact.

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☐ Educator knowledge/skill (content)   ☐ Student learning
X Educator (professional growth)   ☐ Organizational support and change

SPECIFIC LEARNER OUTCOMES: Identify the intended learner outcomes (number and content of learner outcomes should be reflective of the total points participants will earn as a result of completing this learning).

1. Identify, use, evaluate, and promote appropriate technologies to enhance and support instruction and standards-based curriculum leading to higher levels of student achievement.
2. Design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to develop skills   in higher-order thinking, decision making and problem-solving to support the diverse needs of learners.
3. Apply current research on teaching and learning while effectively using technology.
4. Identify and locate technology resources and evaluate them for accuracy and suitability to specific teaching assignment.
5. Facilitate technology-enhanced experiences that address content standards and the student technology standards.
6. Apply multiple methods of evaluation to determine students' appropriate use of technology resources for learning, communicating, and productivity.
7. Use technology-enhanced test preparation and evaluation tools to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.
8. Evaluate and reflect on professional practice to make informed decisions regarding the use of technology-enhanced test preparation and evaluation tools to support student learning.
9. Apply technology-enhanced test preparation and evaluation tools to increase professional productivity.
10. Use technology resources to engage in ongoing professional development and lifelong learning.
11. Use technology resources to engage in ongoing professional development and lifelong learning.
12. Design learning activities that allow students to use technology-enhanced resources to locate, collect, and evaluate information from a variety of sources.

PART II – LEARNING

LEARNING PROCEDURES: Describe the experiences (the "what") and formats/methods (the "how") that will be used to provide participants with the knowledge and skills sufficient to master the intended learner outcome of this component.

1. Review and discuss current research and instructional strategies for specific technology applications or techniques (SLO 1, 3, & 4).
2. Identify component parts of specific applications, integrated learning systems, online databases, assessment tools, and/or productivity tools (SLO 1, 4, & 5).
3. View available reports which provide individual progress available for self-evaluation (SLO 2, 7, 8, 9 & 12).

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4. Log-in to specific applications from a student, teacher or administrator prospective and identify component parts of the program applicable to lesson preparation, teaching, and evaluation of student learning (SLO 1, 6 & 7).
5. Select activities and/or tests appropriate to current teaching assignment and use available tools within the application to make appropriate accommodations that meet the diverse needs of individual students (SLO 1- 4, 6-8, 18 & 11).
6. Pair-Share how reports can be used with subject area teams or grade group teams to develop instructional strategies for specific content areas (SLO 1-12).
7. Identify component parts of different types of web-based activities and relate to both specific content standards and technology standards (SLO1 & 4).
8. Create a list of three or more technology-based student products that are aligned to specific content standards and assist in the development of student technology proficiency (SLO 1, 2 & 8).
9. Develop and share an implementation plan for student "access" to technology-based activities for learning (SLO 6 & 10).
10. Review School Board Rules on appropriate use of technology (SLO 1, 4 & 11).
11. Engagement in mentor/coaching activities which may include but not be limited to direct observation, conferencing, oral reflection, lesson demonstration and/or follow up session(s) relating to technology.

PART III – IMPLEMENTATION

IMPLEMENTATION PROCEDURES: Method(s) and resource(s) that will be provided to support implementation of new learning for participants (check all that apply).

X Apply newly acquired professional knowledge, skills, dispositions, and behaviors to improve practice.

X Provide sufficient classroom- and school-focused support and assistance by skillful coaches, mentors, or others to the educator to ensure high-fidelity implementation of professional learning.

X Provide educators with web-based resources and assistance to support implementation of professional learning.

PART IV – EVALUATION

IMPACT EVALUATION PROCEDURES: Describe the processes that will be used to determine the impact (as identified in previous section titled "Impact Focus Areas"). Description should reflect methods for determining at least ONE of those areas, and will include a specific section for each impact focus area identified for this component.

1. Educator: Evidence will include classroom walk-through observations, student materials, surveys, participant reflections, participant portfolios, logs, etc.

COMPONENT EVALUATION PROCEDURES: Describe the process(es) that will be used to determine the effectiveness of this component to include design, implementation and impact (check all that apply).

X Evaluate the impact of all professional learning on educator's practice through reflection,

assessment, collaborative protocols for examining educator practice and work samples, peer visits, and/or professional portfolios.

☐ Determine the degree to which educator's professional learning contributed to student performance gains as measured by classroom assessment data.

☐ Use summative and formative data from state or national standardized student achievement measures, when available, or other measures of student learning and behavior such as district achievement tests, progress monitoring, educator-constructed tests, action research results, discipline referrals, and/or portfolios of student work to assess the impact of professional learning.

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