



# TEA TIP RESOURCES

## WEB RESOURCES FOR TIP SCHOOLS

- **TIP** – <http://www.tea.state.tx.us/technology/tip> & <http://www.txtip.info>
- **Evaluation of TIP** – <http://www.etxtip.info>
- **Technology Applications** – <http://www.tea.state.tx.us/technology/ta>
- **Texas STaR Charts** – <http://www.tea.state.tx.us/starchart>
- **Technology Planning and E-Rate** – <http://www.tea.state.tx.us/technology/erate>
- **Education Service Centers (ESCs)** – <http://www.tea.state.tx.us/technology/esc>
- **Educational Technology Advisory Committee (ETAC)** – <http://www.tea.state.tx.us/technology/etac>
- **Technology Allotment** – <http://www.tea.state.tx.us/technology/allot>
- **Long-Range Plan for Technology** – <http://www.tea.state.tx.us/technology/lrpt>

## OTHER VALUABLE RESOURCES

**United States Department of Education (USDE):** ED was created in 1980 by combining offices from several federal agencies. Its original directive remains its mission today — to ensure equal access to education and to promote educational excellence throughout the nation. <http://www.ed.gov>

**State Educational Technology Directors Association (SETDA):** Founded in the fall of 2001, SETDA is the principal association representing the state directors for educational technology. The goal of SETDA is to improve student achievement through technology. <http://www.setda.org>

**International Society for Technology in Education (ISTE®):** ISTE is a nonprofit organization dedicated to providing leadership and service to improve teaching and learning by advancing the effective use of technology in K-12 education and teacher education. Information, networking opportunities, and guidance is provided as administrators face the challenge of incorporating computers, the Internet, and other new technologies into their schools. <http://www.iste.org>

**National Educational Computing Consortium (NECC):** For more than two decades, NECC has been the premier forum in which to learn, exchange, and survey the field of educational technology. This annual conference — presented by ISTE and keyed to the National Educational Technology Standards (NETS) — features hands-on workshops, lecture-format and interactive concurrent sessions, discussions with key industry leaders, and the largest educational technology exhibit in the world. <http://www.center.uoregon.edu/ISTE/NECC2006>

**Consortium for School Networking (CoSN):** CoSN serves as the national organization for K-12 technology leaders who use technology strategically to improve teaching and learning. CoSN provides products and services to support leadership development, advocacy, coalition building, and awareness of emerging technologies. <http://www.cosn.org>

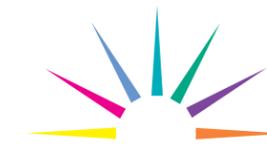
**Texas Computer Education Association (TCEA):** The Texas Computer Education Association is dedicated to the improvement of teaching and learning through the use of computer technology. The annual convention provides professional development on using technology to improve teaching and learning. <http://www.tcea.org>

## MORE ONLINE RESOURCES

**American Educational Research Association (AERA):** <http://www.aera.net>

**Association for Supervision and Curriculum Development (ASCD):** <http://www.ascd.org>

**National Staff Development Council (NSDC):** <http://www.nsdcc.org>



# TIP TOOLKIT

## A TOOL FOR PLANNING A SCHOOL TECHNOLOGY IMMERSION PROGRAM

### About the Technology Immersion Model

Today's students are different. They don't know a world without color TV, video games, cell phones, instant messaging, and the Internet. They also need different learning opportunities. Teaching students to communicate effectively, solve problems, and access, manage, integrate, evaluate and create information to improve learning in all subject areas is essential in the 21st century. This can be accomplished through the use of rich curriculum resources, formative assessment tools, innovative teaching strategies, and technology.

The traditional technology implementation cycle in schools typically involves implementing only district's technology plan at a time. Often, schools first build the network infrastructure and acquire computer hardware and productivity software. Then training on the hardware and software is scheduled. As teachers learn how to use the hardware and software, they begin to request curriculum resources, online assessment tools and technical support. By the time these components are implemented, it is time to upgrade the infrastructure, update the hardware and productivity tools, add more curriculum content and plan additional professional development.

This becomes an ongoing cycle and as a result, the school is perpetually behind and teachers perpetually lack the tools they need to effectively use technology as an integral part of the learning process.

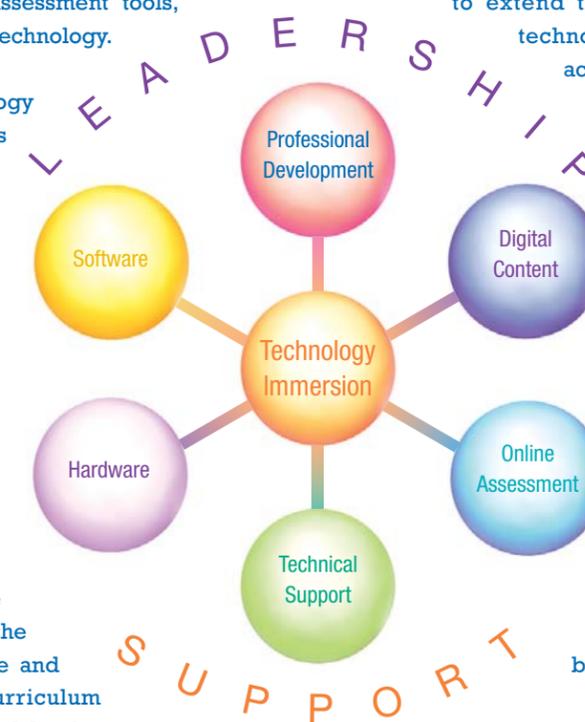
### What is immersion?

With the Technology Immersion Program (TIP) model, schools implement all six critical technology components at the same time. The six components include: a wireless mobile computing device for each student for use at home and school; ongoing professional development for teachers and administrators;

online formative and diagnostic assessment tools; productivity tools; and technical support. TIP creates an environment where technology becomes a partner to teaching and learning. Teachers still facilitate learning but they now have the technology to carry the act of learning beyond the classroom walls and beyond the school day. Technology immersion allows each student direct, ongoing access to teaching both within and beyond the classroom, and allows each teacher the ability to extend the process of learning. In addition, technology immersion gives all students access to educational resources along with increased educational opportunities.

The idea of immersing a campus in technology is based on research about the effectiveness of education technology. By putting together all of the resources necessary to effectively introduce and use technology in the teaching and learning process and implementing them as a package rather than piecemeal, schools can harness the true power of technology to expand and extend learning. This bundling of resources ensures that technology becomes a partner to the teacher.

Technology immersion gives teachers the tools they need to assess student proficiencies and develop multimedia lesson plans targeted at student skill strength and weakness areas. Equally as important, students are given the same tools as teachers, including wireless notebook computers to use at school and at home. The ultimate goal of technology immersion is to increase the academic progress of students and prepare them for the 21st century. This includes teaching students to communicate, solve problems, and access, manage, integrate, evaluate, and create information to improve learning in all subject areas and to acquire lifelong knowledge and skills.



# TIP FACTORS

## Factors to consider before implementing Technology Immersion

### Leadership, Vision and Planning

- Inspire a shared vision for effective use of technology for teaching and learning.
- All leaders must model the effective use of technology as an integral part of their professional activities
- Conduct needs assessment to determine strengths and challenges that will impact planning
  - Complete Texas Teacher STaR Chart
  - Complete Texas Campus STaR Chart
  - Evaluate capacity of existing technology infrastructure
- Create planning and leadership site-based decision making team
  - Establish clear goals and objectives
  - Include well-defined strategies for evaluation, assessment, and accountability
  - Consider state adopted materials
  - Leverage existing partnerships and initiatives
  - Establish and communicate timelines
- Communicate the expected impact on learning
- Provide strong campus support and leadership
- Ensure campus technology plan is actively supported by board and community

### Teacher Readiness and Receptivity

- Ensure teachers have a clear understanding of their roles and responsibilities
- Engage teachers in identifying individual professional development needs
- Consider incentives and recognition of progress
- Include sufficient ongoing pedagogical and technical support

### Obtain Stakeholder Buy-in

- Ensure all stakeholders are fully informed and included in project
- Conduct community nights, rollouts to obtain buy-in by parents and community
- Research other immersion initiatives (e.g., Maine, Massachusetts, Michigan, Pennsylvania, Virginia)

### Commitment of Time and Support

- All those involved with the immersion process will need time for implementation
- Teachers will need a common planning time with grade-level and subject area peers to develop lesson plans, reflect on progress, and mentor one another
- Teachers will need time to learn new curriculum strategies, implement in the classroom, and modify to meet individual student needs
- Principals will need time to visit classrooms, engage with students, and provide feedback to teachers
- Project directors will need dedicated time for planning, collaboration, communication, feedback and adjustment during implementation
- Parents will need time to learn about the technology and resources their children will be using
- Students and parents will need time to understand the expectations for appropriate care and use of resources and related policies and procedures.
- All stakeholders will need to understand the timeline for implementation and expected results.

### Budget

- Include in the campus budget hardware, software, professional development, digital content, online assessment tools, and technical support for immersion activities
- Budget for people support—pedagogical and technical
- Budget for teacher release time for professional development
- Budget for student enrollment growth and changes in personnel

### Additional Information

- TIP websites <http://www.tea.state.tx.us/technology/tip>  
<http://www.txtip.info> & <http://www.etxtip.info>

# TIPS for SUCCESS

## Lessons Learned from our Technology Immersion Pilot

### Considerations for Immersion Success

- **Leadership Team:** A progressive and successful project involves an effective team of individuals that has key roles. Effective teams typically consist of a central administrator, a principal, a campus technology specialist, curriculum specialist, school librarian, project director, and data liaison as well as teachers and business partners. Clear definition of roles and responsibilities is essential. All team members benefit from clear metrics for gauging success.
- **Curriculum Alignment:** Include a process for aligning immersion activities into the curriculum. Ensure that teachers have the opportunity to learn appropriate strategies for integrating the immersion resources into their lesson plans.
- **Mentoring:** Teachers, principals, and other personnel engaged in an immersion project benefit tremendously from experiences with personnel in similar projects or situations. Exchanges of ideas, lessons, classroom management techniques, and troubleshooting tips offer great insight and reinforce effective practices.
- **Personnel Changes:** Plan for personnel changes. New teachers, principals and other personnel are common in schools. A plan to inform, train and incorporate new personnel into your project is essential.
- **Community Involvement:** Community members are more likely to provide ongoing support when they have frequent communication from the school and opportunities for involvement in project activities. Future grant applications may be asking how you involved all stakeholders in the planning and implementation of your project. Obtain buy-in from administrators, business and community partners, and parents and keep them involved.
- **School policies:** Develop any necessary technology policies in concert with your regular school policies, including a policy in place for equipment when personnel and students leave the school and/or district.
- **Disaster Plan:** Ensure your disaster recovery plan is updated to include the new technologies and infrastructure.
- **Vendor Requirements:** Have a plan for dealing with passwords, vendor data needs for subscriptions, interoperability, vendor support and training, and continuing contracts.
- **Additional Equipment needs:** Consider items such as video projectors, digital cameras, probes, scopes, and interactive whiteboards for classroom instruction.

### MORE TIPS

See Irving's story and recommendations to other schools considering implementing an immersion program at the National Ed Tech Plan Site: <http://www.nationaletechplan.org/stories/irving.asp>

Telling the Technology Story: PR Strategies for School Leaders – <http://www.cosn.org/about/press/050206.cfm>

1:1 Guidebook: Making 1:1 computing and the power of anywhere, anytime learning a reality – <http://www.techlearning.com/1to1guide>

K-12 Computing Blueprint: Your Resource for One-to-One Computing – <http://www.convergemag.com/blueprint>

Maine Learning Technology Initiative – <http://mainelearns.org>

Edutopia – <http://www.glef.org>

Freedom to Learn (FTL) – <http://wireless.mivu.org>

The Ubiquitous Computing Evaluation Consortium – <http://ubiqcomputing.org>