



### Other Professional Development Suggestions

- Lead by example and model the change process.
- Plan to develop or revise professional development requirements focusing on meeting established technology literacy and integration standards.
- Ensure that Internet safety, copyright laws, acceptable use policies, and accessibility guidelines are addressed in professional development.
- Provide incentives for professional development.
- Develop a schedule structure to support teachers with common planning time and consistent professional development time.
- Organize professional development where teachers in multiple content areas and grade levels work together to develop lessons and new ways of teaching.
- Provide release time for coordinated professional development.
- Reprioritize tasks to find the time needed for professional development.
- Provide time within staff development for teachers to truly reflect and grow.
- Provide time for professional development to learn their package resources and to integrate fully into their classrooms.
- Give teachers plenty of time to practice their new skills, see model lessons, develop lesson plans, and try new teaching strategies.
- Share best practices with other teachers statewide (e.g. through Technology Applications Teacher Network Best Practices Events <http://www.techappsnetwork.org>).
- Investigate and use the most appropriate professional development models such as direct hands-on, online, mentoring/coaching, or web-enabled training sessions.
- Develop a plan for providing all teachers with “just-in-time” online professional development [e.g. E-Learning for Educators: Implementing Standards for Staff Development <http://www.nsd.org/library/authors/e-learning.pdf>]

## PROFESSIONAL DEVELOPMENT



### Component:

Provide for professional development in integrating technology into teaching and learning.

### Description:

Professional development is an ongoing process that provides educators with the knowledge and skills and teaching strategies to transform teaching and learning when given all the technology resources at their fingertips. The professional development is based on relevant research and includes new ways to teach that lead to improvements in student academic achievement. It is grounded in sound learning theory and emphasizes technology infusion that helps educators visualize, internalize and create technology-enhanced learning environments. Technology immersion changes the traditional professional development paradigm by giving teachers and students all of the tools they need to conduct learning in the 21st century. Professional development is the key to making sure that immersion creates the shift in teaching and learning that provides students with a high-quality learning experience.

### Immersion Basics

#### Planning: Establishing the Campus and/or District Vision

- Introduce the vision of “technology immersion” by defining what is meant by immersing students and teachers with all the technology resources that they need.
- Discuss how immersion can support student learning and state assessment with all teachers, administrators, parents, and community members.
- Ensure that the district has a strong, aligned curriculum that can support immersion.
- Provide examples from existing immersed schools to help to give possibilities for technology immersion. [[www.tea.state.tx.us/technology/tip](http://www.tea.state.tx.us/technology/tip)]
- Compare and contrast how technology immersion looks and how it does not look—in the classroom, throughout the school, and at home.
- Discuss the implications of being fully immersed.
- Understand the complexity of classroom reform that is necessary to take full advantage of immersion and develop a professional development plan that equips teachers and administrators in preparing and changing the ways teachers teach and students learn.
- Share the stages while learning to create technology-infused classroom environments [See Stages of Integration: <http://starchart.esc12.net/campus/glossary.htm>]

#### Planning: Identifying Needs and Monitoring Progress

- Determine where teachers are in terms of feeling comfortable with the immersion resources and effectively using them in the classroom.
- Have teachers complete the Texas Teacher STaR Chart to gauge progress in meeting the targets set for the Long-Range Plan for Technology.
- Develop teacher professional development plans depending on individualized needs and skill level.
- Maintain a portfolio of products and lessons developed that demonstrate proficiency with the Technology Applications educator standards to document progress in becoming technology literate and fully integrating technology in curriculum and instruction. [No Child Left Behind, Title II, Part D]



### Planning: Focusing on Student Thinking and Learning

- Review research on how students learn and introduction to ways that the immersion resources can support social, emotional, and cognitive engagement.
- Review research on higher order thinking.
- Give classroom examples of what student thinking and learning can include in an immersed classroom.
- Review research on relevant learning experiences (e.g., How People Learn, National Research Council).
- Discuss the implications of research for lesson development in the immersed classroom.
- Share specific examples of the types of lessons that would be found in an immersed classroom.
- Provide examples of activities that would support higher order thinking skills in mathematics, English language arts and reading, science, and social studies.
- Develop project-based lessons that help students to understand the relevance of their learning and make connections with students' prior experiences.
- Investigate how assignments, instructional activities, and classroom dialogues (teacher-student as well as student-student) facilitate higher order thinking.
- Evaluate lessons, assignments, and activities for effectiveness in promoting student thinking and learning.

### Basic Laptop Skills and Technology Applications Proficiencies

- Ensure that teachers have an introduction to the laptop computer and basic laptop skills; it is best to get the resources so that teachers can become familiar with them during the summer.
- Organize professional development based on teacher proficiencies—building on the proficiencies.
- Give teachers opportunities to get comfortable with the immersion package prior to students receiving their packages.
- Ensure that professional development is aligned with the Technology Applications Educator Standards, I-IV (aligned with the Technology Applications Texas Essential Knowledge and Skills—TEKS for students at grades K-8). [<http://www.tea.state.tx.us/technology/ta>]
- Ensure that professional development is aligned with the Technology Applications Educator Standards, V that focuses on increased productivity and use of technology to support teaching and learning.
- Use instructional materials that are provided by the state to help build Technology Applications proficiencies (including technology literacy and integration across the curriculum).
- Introduce the use of productivity, communication, and presentation software to improve learning in the core curriculum.
- Develop classroom websites to post lessons and communicate regularly with students and parents.

### Curricular Resources

- Introduce the use of online instructional resources to support curriculum development.
- Develop lessons integrating curricular resources, with a focus on using resources to facilitate higher order thinking by students.



### Locating Online Resources

- Learn how to locate, evaluate, and adapt online resources to the development of integrated lessons.

### Online Assessments

- Align professional development with curriculum and assessment standards.
- Develop strategies for using assessment data to customize instruction.

### Classroom Management

- Learn how to design and manage technology-infused learning environments, including:
  - room arrangement.
  - student monitoring techniques
  - use of class web pages, drop boxes, and other technology tools.
- Learn how to design and manage smooth transitions from laptop activities to non-laptop activities and back to laptop activities.
- Develop policies that facilitate improved classroom management.
- Plan for students who forget or don't have laptops.

## Moving Toward Full Immersion

### Standards-Based Lessons

- Guide the development of grade-level and subject-specific lessons that integrate laptops and align with the Texas Essential Knowledge and Skills (TEKS) through consultants or expert teachers.
- Develop lessons that build students' conceptual understanding of content and involve higher order thinking (e.g., analyze, synthesize, generalize, explain, and hypothesize).
- Ensure that teachers meet and collaborate with subject-area colleagues to develop technology-infused lessons.

### Classroom-Based Modeling

- Demonstrate subject-specific, standards-based lessons that integrate technology in actual classrooms through consultants or expert teachers.
- Ensure that modeling focus emphasizes course objectives and content as well as higher order thinking among students.
- Ensure that teachers have an opportunity to observe and debrief technology-based lessons.

### Classroom-Based Coaching/Mentoring

- Observe teachers as they implement standards-based lessons that integrate technology and provide constructive feedback through consultants or expert teachers.

## Sustaining Immersion

### Teacher Observations

- Observe technology-infused, standards-based lessons in other teachers' classrooms either in their own school or in another immersed school.

### Online Learning Communities

- Receive ongoing online assistance to implement standards-based lessons aligned with the TEKS.