



## PCHS EdTECH PD PLAN

### Overview

As a result of going to multiple sessions regarding effective professional development of technology at CUE, writing a literature review in the “Best Practices In Teachers’ Professional Development To Integrate Technology Across The Curriculum” for my masters in EdTech and spending two years as a teacher on special assignment (ToSA) on the AA team I have put together a proposal for my vision of how to effectively develop a school wide PD plan here at PCHS.

### GOALS

1. **LINKING ED TECH TO OUR PALI HIGH IDENTITY - “Establishing the WHY”:** Without teacher buy-in the rollout of any school wide technology plan will be futile. We must first identify *who we are* as a whole staff and then we can easily tie in how technology can help strengthen that identity.
2. **PROVIDE INDIVIDUALIZED, SUSTAINED TEACHER ED TECH SUPPORT :** Provide teachers with the support needed to meet the [ISTE Standards for Educators](#) by helping PLCs establish and achieve individualized edtech goals, and fostering the development of [Personal Learning Networks](#) among the staff that bolster edtech awareness.
3. **INTEGRATE STUDENT TECH STANDARDS ACROSS THE CURRICULUM:** Develop a system through the curriculum council that allows students to meet the [ISTE Standards for Students](#) by the time they graduate from PCHS. Students should have opportunities to achieve these standards across all the curriculum.

### 3 MAIN THEMES

The 3 main themes that emerge when looking at what defines effective professional development are **(1) a dedicated focus on content knowledge, (2) opportunities for active learning** and **(3) coherence with other learning activities and teacher goals**. We should always keep these three things in mind when developing EdTech PD opportunities for the PCHS staff. In addition to those three characteristics that define effective PD it is also crucial that we allow for sufficient TIME. Only prolonged, sustained PD with ongoing support, feedback and collaborative reflection will yield the type of tech integration that PCHS staff and students deserve.

## 10 KEY ELEMENTS OF EFFECTIVE TECH PD

### 1. Branding

Clearly defining the role that the “tech coaches” (Teachers on Special Assignment - ToSAs) have in facilitating PD throughout the school should include the branding of the PD itself. This branding will make it easier to promote opportunities for PD, obtain teacher buy-in and enhance the PD experience overall. Branding may include: social media presence, swag, Youtube channel, tutorial videos, flyers, brochures, posters, workshops, newsletters, podcasts and edtech blogs.

### 2. Establish a 24 Hour Presence

Social media presence (twitter, Instagram, FB, etc), monthly newsletter, EdTech blog, Podcast and more. Create an online resource for teachers and staff to go to get resources anytime. Allow teachers to develop their own [Personal Learning Networks](#). This may involve putting a link to PCHS EdTech on the [www.palihigh.org](http://www.palihigh.org) website. Click [HERE](#) for an example an edtech webpage.

### 3. Communication, Communication, Communication

Part of creating an effective PD plan for PCHS is to properly communicate goals, PD opportunities and staff achievements. There needs to be 5 minutes in every faculty meeting and the occasional bulletin announcement to address tech needs or showcase individual teacher accomplishments. We can never “over communicate” our tech goals and PD opportunities. We need ONE place for all tech needs and ONE voice.

#### 4. Pre-service Days and Summer Camps

PCHS and the board should dedicate mandatory pre-service training days for its staff to help support the school wide rollouts of G suite, Office 365, Schoology, chromebooks and more. The budget committee needs to allocate the PD resources that are needed for proper tech integration instead of just looking at the physical costs of tech devices (chromebooks) only. If PD has been budgeted for in the past then we should reevaluate the need for more.

#### 5. Physical Coach's Corner in the AA room

We need to establish a physical "home base" with a bulletin board, handouts and tech ToSA available for teachers to "walk-in" and receive immediate support throughout the year. The obvious choice for this space would be in the AA room. Click [HERE](#) for an example of a coaches corner.

#### 6. Individualized Ongoing Support for Staff

PD must represent a personal trainer not a spin class. ToSAs must meet the teachers in the classrooms on their time and on their terms in order to maximize tech integration. Workshops highlighting new tech tools are ineffective. We should meet with teachers to find out what their teaching and learning goals are through consultations within their PLC meetings rather than showcase new tech tools that surface.

#### 7. Active Learning within Curriculum-Based PD

All tech PD should address the needs of the individual teacher and what they are trying to achieve and should be rooted in their curriculum. PD would be best served at the PLC level where coherence is strong and collaboration will be easiest to implement. Tech integration should focus on content knowledge and never the tech tool itself.

#### 8. Incentivizing - Badges and More

Creation of modular based courses within Schoology that upon completion award staff members badges via [Badgr](#) or other [open badge](#) platforms along with financial stipends. Some districts may choose to pay hourly rates for completion of a particular program or

award a professional unit towards step and column. Norwalk La Mirada Unified School District already has already has this in Schoology (Contact: [Kelly Baker](#)).

## 9. Accountability and Leadership

For secondary teachers particularly there needs to be a clear understanding as to what technology integration is going to look like here at PCHS and what their role as teachers will be. Questions like *how much tech training will be mandatory versus voluntary and will there be follow up or feedback to hold teachers accountable for taking what they learn in PD and incorporating it into their classroom curriculum* should be addressed if there is to be a real commitment to change. [ISTE Standards for Educators](#).

## 10. Celebrate/Foster Tech Leaders

Part of establishing teacher buy in for tech PD is knowing who your leaders are and fostering those relationships. Being a tech leader should not be based on a teacher's level of tech proficiency but rather on their disposition towards edtech in the classroom and their potential to influence others. Building positive relationships with these individuals and showcasing their accomplishments in front of the faculty is key.

# DIGITAL CITIZENSHIP

## 1. Common Sense Media

We should be utilizing the curriculum that [Common Sense Media](#) already has for educators we need to communicate to staff how teaching digital citizenship is the responsibility of all teachers at Pali and directly speaks to who we are as a school.

## 2. Secure Browsers for Testing

Currently PCHS has installed the [Exam Login](#) kiosk app for Mastery Manager assessments. Students can still access the exam through a normal browser online but could potentially have other tabs open during the exam. Schoology has the [Respondus LockDown Browser App](#) which requires a license which we may or may not already have purchased.

## 2. Monitoring Student Screens

The number one hesitation by most teachers reluctant to integrate chromebooks or other devices in the classrooms is they fear that providing students access to the internet will invite them to go off task. There are many classroom screen monitoring programs available that are designed specifically to address this issue. Here are a list of some:

- [NetSupport School](#)
- [Go Guardian](#)
- [DyKnow Cloud](#)
- [Omnito](#)
- [HiveSchool](#)
- [Veyon](#) (open source = free)