

Three-Tier Training Overview:
Comprehensive Technology Plan
For Special Education Teachers
2007-2010
Etiwanda School District



The overarching training goal is to enable special education teachers to learn to use and integrate basic and intermediate technology skills into professional practice in ways that engage students, increase student achievement, and address student learning goals, strengths, and styles.

Professional Development Goals and Objectives

<p>Goal 1: Teachers use assistive technology resources as a means to support differentiation of core curriculum through project-based learning.</p> <ul style="list-style-type: none"> • Objective 1: Teachers use adaptive features of <i>Microsoft Office</i> programs to support technology infused instruction of lessons in core curricular areas • Objective 2: Teachers use assistive technology programs for remediation, enrichment and other individual student learning needs.
<p>Goal 2: Teachers use technology as an investigative tool to enhance instructional practice and student learning.</p> <ul style="list-style-type: none"> • Objective 1: Teachers use online resources such as <i>UnitedStreaming</i> to enhance developmentally appropriate student learning. • Objective 2: Teachers are familiar with and use the special education resources available online to differentiate instruction and support student learning.
<p>Goal 3: Teachers use technology as a means of communication and collaboration with peers, parents, and other professionals to support student achievement and enhance professional development.</p> <ul style="list-style-type: none"> • Objective 1: Teachers effectively use district adopted e-mail and web-based collaboration sites such as Airset.com to network with educators. • Objective 2: Teachers effectively use digital media to create and maintain electronic portfolios that demonstrate individual student growth goals and facilitate communication between home, school, and community.

Professional Development Implementation Timeline

Tier 1: We Can Do It! Effortless Assistive Technology in the Special Education Classroom

Face-to-face session number: Month	Topic	Hands-on activity	Discussion	Follow-up <i>Mentors will initiate collaboration through e-mail distribution list.</i>
Session 1: September	Basics of speech to text	<ol style="list-style-type: none"> 1. Toolbar overview 2. Voice recognition training 3. Adding profiles 	How can this be used in professional practice?	E-mail-go-round topic: Share a story regarding setting up speech to text in your classroom or at home.
Session 2: October	Speech to text: application to professional practice	<ol style="list-style-type: none"> 1. Review and practice, including troubleshooting 2. Professional practice: 	How can this be used with students?	E-mail-go-round topics: <ol style="list-style-type: none"> 1. Go me! I was successful at doing... 2. Help me! I

Face-to-face session number: Month	Topic	Hands-on activity	Discussion	Follow-up <i>Mentors will initiate collaboration through e-mail distribution list.</i>
		recording in SEIS, specialist reports, and e-mail		can't seem to get the hang of...
Session 3: November	Speech to text: application to student learning	<ol style="list-style-type: none"> 1. Review and troubleshooting 2. Student learning: recording in MS Word and PowerPoint 	<ol style="list-style-type: none"> 1. How can I manage and facilitate with 16 students? 2. Management options 3. Rotation ideas 4. Ideas for home 	No e-mail this month. Mentors will visit participants informally in their classrooms
Session 4: December	Accessibility Tools in MS Word	<ol style="list-style-type: none"> 1. Visual Changes to increase readability 2. Tools: Zoom, Magnifier, Highlighter 3. Background color 4. Line Spacing 5. Spellchecker for readability statistics and word count 	<ol style="list-style-type: none"> 1. Think about your students. Who could benefit from these features and how? 2. How can we provide this information to parents for use at home? 	E-mail-go-round topics: <ol style="list-style-type: none"> 1. This month, I tried... 2. I still need help with...please stop by!
Session 5: January	More tools in MS Word	<ol style="list-style-type: none"> 1. Track Changes 2. Comment tool 3. Find/Replace 4. Show/Hide text 5. Auto Summarize 	<ol style="list-style-type: none"> 1. How can my students use this? 2. Ideas, ideas, ideas 	No e-mail this month. Mentors will visit participants informally in their classrooms
Session 6: February	Using streaming video to enhance instruction	<ol style="list-style-type: none"> 1. Introduction to UnitedStreaming 2. Account set up 3. Website overview 4. Searching for videos 5. Downloading videos 	Share session: highs and lows	E-mail-go-round topic: Reminder month <ol style="list-style-type: none"> 1. Did you know that speech to text works in e-mail? 2. Share a story about speech to text student use

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Session 7: March	Streaming videos in special education	<ol style="list-style-type: none"> 1. Review accessing UnitedStreaming, including English Language Learner (ELL) and other videos specific to special education students 2. Inserting video clips to PowerPoint 3. Accessing writing prompts 	Pair / Share session: In groups of two or three, share video clips that you are using or will use this month in instruction. How will you use them?	E-mail-go-round topic: <ol style="list-style-type: none"> 1. Go me! My students were successful at doing... 2. Help me! I can't seem to get the hang of...
Session 8: April	UnitedStreaming Assignment Builder	<ol style="list-style-type: none"> 1. Using Assignment Builder in UnitedStreaming 2. Create an assignment 3. Post or print the link for students to access the assignment from home or the computer lab 	Open-ended discussion based on participant needs	No e-mail this month. Mentors will visit participants informally in their classrooms
Session 9: May	Recording student narration of video clips from UnitedStreaming	<ol style="list-style-type: none"> 1. Download a language arts video from UnitedStreaming 2. Mute video narration of story 3. Learn how to record narration using headset microphone 	<ol style="list-style-type: none"> 1. What language arts stories did you find? 2. How could you use this skill with Social Skills lessons? 	E-mail-go-round: It's parent story month! How have your parents responded to the use of technology?
Session 9: May	Celebrate the year!	<ol style="list-style-type: none"> 1. Review of growth 2. This year, we learned: speech to text, accessibility 	<ol style="list-style-type: none"> 1. What has been your greatest success this year? 2. What has 	Post-training survey through SurveyMonkey

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		options in MS Word, and how to access and use UnitedStreaming videos for instruction 3. Looking ahead to E-Portfolio training!	been your greatest challenge? 3. What changes, if any, have you noticed in your students?	

Tier 2: A Community of Learners – E-Portfolio Basics Face-to-Face

Implementation Timeline: Face to face learning sessions

Face-to-face	Sharing	Learning – digital media	Working	Collaborating
11/03/08 (see agenda below)	Anything goes	Airset.com Developing student-centered goals	Self page, blog MS PowerPoint review	Logging on
12/15/08	Student-centered goals <i>Selection - Collection</i>	Using microphones for student narration MS PhotoStory3 for digital story-telling	Record narration in MS PowerPoint MS PhotoStory3	Share ideas for application How can students own this?
02/23/08	Creative ways to enable student ownership of goals <i>Collection - Reflection</i>	Using electronic post-it notes and reviewing tools in MS Word	Reviewing tools in MS Word	Share ideas for application How can students own this?
04/13/08	Preparing students to present and lead their learning <i>Reflection - Projection</i>	Music – adding your own soundtrack	Application to PhotoStory2, PowerPoint	Share ideas for application How can students own this?
05/18/08	Student-led conferences <i>Presentation</i>	First run: student led conferences	Practice session	How can parents be encouraged to get into this next year?

Tier 2: A Community of Learners – E-Portfolio Basics Online

Implementation Timeline: Continuous collaborative online sessions through Airset.com

Participants collaborate online via Airset.com	Themes	Website links	Documents available through files section
November	Collection – work samples that relate to E-Portfolio goals Student-led conferences	E-Portfolio components	Developing student-centered goals Scoring PowerPoints (McKenzie, 2000)
December	Selection – how to choose work that truly reflects student progress	Sample E-Portfolios with artifacts	Digital natives, digital immigrants (Prensky, 2001)
January	Reflection – adjusting goals to learning strengths and needs, using additional technology resources to creatively communicate progress	E-Portfolios from students around the world	Listen to the natives (Prensky, 2006)
February	Collection – additional work samples using different technologies	Conference presentations on digital learning	Teaching the diverse learner
March	Selection – which additional work samples add to a more holistic picture of student progress?	Online resources for specific learning needs (ie., ADHD, Autism, Gifted)	Secondhand thinking (McKenzie, 2002)
April	Projection – using technology communicate next steps in achieving goals	Student use of blogging to learn	The software trap (McKenzie, 2000)
May	Presentation – the final product: Student-led conference	Emerging technologies – iPods, text messaging	Don't bother me - mom, I'm learning (Prensky, 2006)

Tier 3: Developing a Community of Practitioners

The timeline for this Tier will be developed during the summer of 2009. Training will be based on 2008-09 ongoing observation forms and year-end survey results.

Three-Tier Program Evaluation Timeline

Date	Activities	Participant focus / benchmarks
September each year	Participants complete ESD Special Education Training Needs Surveys <ul style="list-style-type: none"> • Data is compiled by Instructional Technology Coordinator and initial impressions of needs are discussed with leadership team, district Administrator of Special Programs, and Assistant Superintendent of Instruction. • Adjustments as needed are made to training and ongoing support 	<ul style="list-style-type: none"> • ALL Survey data Training updated to meet district needs
Ongoing	<ul style="list-style-type: none"> • Leadership Training / Visitation Reflection Form • Data is compiled by Instructional Technology Coordinator and initial impressions of needs are discussed with leadership team, district Administrator of Special Programs, and Assistant Superintendent of Instruction. • Adjustments as needed are made to training and ongoing support 	<ul style="list-style-type: none"> • Training updated to meet district needs
June each year	Participants complete ESD Special Education Training Needs Follow-Up Surveys <ul style="list-style-type: none"> • Data is compiled by Instructional Technology Coordinator and initial impressions of needs are discussed with leadership team, district Administrator of Special Programs, and Assistant Superintendent of Instruction. • Adjustments as needed are made to training and ongoing support • A report of progress is presented to district Board of Trustees, district Cabinet, stakeholders, and members of the community at the June Board of Trustees meeting. 	<ul style="list-style-type: none"> • ALL Training updated to meet district needs

The research and application of best practice embodied in this technology plan is a significant first step toward developing and supporting effective, sustainable, long-lasting technology integration into teaching and learning practice of special education teachers.

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