

## SECTION 4

# PROFESSIONAL DEVELOPMENT

A coordinated professional development plan is essential to support the goals and objectives outlined for curriculum and instruction. Research from the business sector suggests that for every dollar spent on hardware, a matching dollar should be spent for professional development to ensure success

Professional Development objectives and plans developed here will support the goals and objectives of curriculum and instruction through:

- Broad-based participation in CTAP2 online assessment;
- Development of technology leadership/mentors at each district site utilizing the authentication process developed by CTAP Region VII;
- Development of workplace embedded training options based on data provided from ongoing, online assessment of teacher proficiencies;
- Varied training options which address technology proficiency, strategies for classroom management of technology tools, and curriculum integration;
- Development of a content-based integrated model of professional development to support curriculum integration;
- Anytime, anywhere learning opportunities to support curriculum integration and implementation of district-wide projects such as email and the student information system;
- Training opportunities for all stakeholders as needed to access communication and student information resources;
- Identification and use of low and no cost learning opportunities and resources, such as CTAP, the Technology Information Center for Administrative Leadership (TICAL) and California Learning Resource Network (CLRN).

## PROVIDING PROFESSIONAL DEVELOPMENT OPPORTUNITIES

A variety of training options will be developed to capitalize on workplace embedded, "just in time" learning models and maximize the use of technology and site resources. These activities will be adjusted and tailored to address identified individual, site, and district needs. All activities will be aligned with the Commission on Teacher Credentialing (CTC) Teacher Technology Proficiencies, best practices for professional development and the California Teacher Technology Proficiencies.

### TECHNOLOGY INTEGRATION

Professional development models which embed technology tools, skills and resources into content will be developed collaboratively with the Content Coordinators, Technology staff, Instructional Media Center Director and Adaptive Technology Specialists to ensure integration of technology into standards-based instruction.

The current research base indicates that the development of school-based technology leaders is an essential component to integration of technology into the classroom. These well-trained and supported technology leaders serve as an onsite resource to:

- ◆ Assist teachers with technology integration and provide school-based staff development;
- ◆ Provide training and support for district initiatives such as email and the Student Information System;
- ◆ Maintain site technology inventory;
- ◆ Develop school-based resources, including students, to assist in technology training and support;
- ◆ Provide a first level technical support resource; and
- ◆ Serve as a point of contact for district coordination.

### TECHNOLOGY PROFICIENCIES

The California Department of Education has developed an online assessment (CTAP2) based on the California Teacher Technology Proficiencies. This site allows for confidential individual input

and monitoring as well as collective site and district data summaries. CTAP2, will serve as a means of monitoring site and district training needs and provide individual teachers a measure of progress toward meeting the technology proficiency standards.

Information has been gathered throughout the past year from a variety of stakeholders. Several needs assessments have provided information for this plan, including the spring 2004 California Educational Technology Survey and the CTAP 2 Proficiency Assessments.

The levels of technology proficiency were assessed as part of the CTAP2 survey.

A comparison of FUSD with the State Average Proficiency data for teachers and administrators, has consistently shown a significantly lower proficiency for FUSD users in all areas of the assessment over the past three years.

Interviews with administrators have indicated a desire for training in:

- General computer knowledge and skills,
- Word Processing for office use,
- Internet,
- E-mail,
- Spreadsheets for office use,
- Database for office use,
- Web page publishing for the school,
- Identifying good standards-based teaching using technology,
- Identifying good classroom management of technology,
- Identifying best practices integrating technology into curriculum.

Technology representatives, at all sites, provide an ongoing link to the FUSD Technology Services, and meet as needed for information, updates, and sharing. However, further development of site technology leaders is needed particularly at elementary sites.

#### **EXISTING PROFESSIONAL DEVELOPMENT**

The following of training options currently exist in FUSD.

Two training labs located at the Center for Professional Development provide

access to Windows and Macintosh workstations for sites and departments. During the past year, these labs have been used to provide training for a variety of district departments, grant funded programs, and for elective buy-back professional development options.

Two District Coordinators oversee the professional development that is involved with the implementation of classroom-based technologies, including the Epals SchoolMail, district email, and PowerSchool projects.

Other site-based training is provided by site technology leaders and outside contracted sources such as CTAP. These options have included a wide spectrum of topics from basic skills training to support for Accelerated Reader or other tools within the curriculum.

Math, Social Science and Science teachers receive training in technology integration provided by content specialists; and, Special Education and Inclusion teachers receive training in using adaptive hardware and software resources.

Technical training is provided to Microcomputer Specialists as requested through Technology Services.

#### **NEW DIRECTIONS**

During the past year the process has begun to provide new options for technology learning and support. The district web site contains links to online training and help resources. Training manuals developed by district staff are available for download and email communications have provided ongoing support for new programs such as a web-based Student Information System. As part of this plan, additional resources will be developed to provide online professional development using a proven online learning environment such as Blackboard

#### **PROFESSIONAL DEVELOPMENT RESOURCES**

Partnerships exist with several outside sources to supplement district and site professional development.

The Region VII CTAP professional development staff provides a menu of training options for sites and district support staff. A FUSD Technology Coordinator serves as part of the CTAP steering committee to assist coordination.

Collaborations also exist between FUSD, California State University, Fresno and Fresno Pacific University. Grants administered through these institutions provide support and training for district teachers.

#### **EVALUATION**

Ongoing evaluation of professional development opportunities will assist trainers and lead teachers in monitoring

and adjusting to better meet participant needs.

With the implementation of more online training options, download and access statistics will serve as an initial method of evaluating usefulness.

Technology Proficiency progress will be monitored by data provided by the CTAP2 online assessment. This data will be evaluated by technology coordinators semi-annually to guide planning of future training options.

Biannual review of progress toward goals and objectives, will allow the Technology staff and the Technology Strategic Plan Revision Committee the opportunity to monitor and adjust implementation plans.

**STRATEGIC GOAL # 1 OF 4: IMPROVED STUDENT LEARNING AND PERFORMANCE THROUGH EFFECTIVE USE OF TECHNOLOGY**

<i>OBJECTIVES AND BENCHMARKS</i>	<i>ACTION PLANS</i>	<i>EVALUATION</i>
<p><b>OBJECTIVE 1 OF 1</b> Increase the effective integration of technology by developing technology mentors/leaders at all district sites. (Abbott &amp; Faris, 2000)</p>	<p>Technology coaches will be in place on site to provide site based technology coaching based on identified needs and integrated with other content-based professional development activities.</p>	<p>Annual examination of the lesson plans with integrated technology and teacher surveys will provide a way to monitor progress toward this goal.</p>
<p><b>YEAR 1:</b> 20 Elementary schools will have a trained and equipped technology coach on site.</p>	<p>Identified resources from alignment activities will be available through the district web site.</p>	
<p><b>YEAR 2</b> 40 Elementary schools will have a trained and equipped technology coach on site</p>	<p>Provide on-going training to technology coaches based on identified needs.</p>	
<p><b>YEAR 3</b> All Elementary school sites will have a trained technology coach on site.</p>		
<p><b>YEAR 4:</b> All of the Middle schools will have an additional trained technology coach on site.</p>		
<p><b>YEAR 5:</b> All of the High Schools will have an additional trained technology coach on site.</p>		

**STRATEGIC GOAL # 2 OF 4: INCREASED EFFECTIVENESS AND EFFICIENCY OF INSTRUCTION**

<i>OBJECTIVES AND BENCHMARKS</i>	<i>ACTION PLANS</i>	<i>EVALUATION</i>
<p><b>OBJECTIVE 1 OF 1:</b> Increase Technology Proficiencies by the year 2010 to the following CTC Standard 16 level: 90% of district teachers /administrators will have reached personal proficiency</p>	<p>Technology specialists will be in place to provide site based technology coaching to clusters of sites based on identified needs and integrated with other content-based professional development activities.</p>	<p>Records of school training and CTAP2 surveys annually</p>
<p><b>YEAR 1:</b> 50% of district teachers/ administrators will have reached personal proficiency</p>		<p>Updates will be provided for the Superintendent Cabinet and Board of Education on a quarterly basis.</p> <p>Evaluation of Student Survey</p>

<b>YEAR 2:</b> 60% of district teachers/ administrators will have reached personal proficiency	A variety of learning options will be available for staff.  FUSD will provide training: Word processing, data entry, spreadsheet, internet, email, Presentation Software,	data to determine classroom activities.
<b>YEAR 3:</b> 70% of district teachers /administrators will have reached personal proficiency		
<b>YEAR 4:</b> 80% of district teachers /administrators will have reached personal proficiency		
<b>YEAR 5:</b> 90% of district teachers /administrators will have reached personal proficiency		

**GOAL # 3 OF 4: ENHANCED DISTRICT AND SITE OPERATIONS TO SUPPORT CLASSROOM INSTRUCTION AND MANAGEMENT**

<b>OBJECTIVES AND BENCHMARKS</b>	<b>ACTION PLANS</b>	<b>EVALUATION</b>
<b>OBJECTIVE 1 OF 1:</b> 90% of staff at all secondary sites and 50% of elementary staff will be proficient with the use of the Student Information System, Internet, and email systems, through the single sign-on FUSD portal, by the year 2010	Technology Cluster coaches and Coordinators will cross train to provide training and support on site.  Training will be coordinated with Content Coordinators.	Site CTAP surveys, email, phone logs and training evaluations will provide annual assessment.
<b>YEAR 1:</b> 50% of staff at all secondary sites and 10% of elementary staff will be proficient with the use of the Student Information System, Internet, and email systems.	Train the trainer models will be used along with multiple modes of delivery increase the efficiency of implementation and support.	
<b>YEAR 2:</b> 90% of staff at all secondary sites and 20% of elementary staff will be proficient with the use of the Student Information System, Internet, and email systems.		
<b>YEAR 3:</b> 90% of staff at all secondary sites and 30% of elementary staff will be proficient with the use of the Student Information System, Internet, and email systems.		
<b>YEAR 4:</b> 90% of staff at all secondary sites and 40% of elementary staff will be proficient with the use of the Student Information System, Internet, and email systems.		

<p><b>YEAR 5:</b> 90% of staff at all secondary sites and 50% of elementary staff will be proficient with the use of the Student Information System, Internet, and email systems.</p>		
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**GOAL # 4 OF 4: INCREASE PARENT AND COMMUNITY AWARENESS AND INVOLVEMENT IN EDUCATIONAL PROCESSES**

<i>OBJECTIVES AND BENCHMARKS</i>	<i>ACTION PLANS</i>	<i>EVALUATION</i>
<p><b>Objective 1 of 1:</b> Community/parent training will allow all stakeholders to access district resources including Student Information, email and Internet</p>	<p>Develop materials for site use on how to use these resources</p>	<p>Parent sign in sheets, evaluations and access logs will provide feedback</p>
<p><b>YEAR 1:</b> 20% parents at all FUSD portal implemented sites will be provided training with the use of the Student Information System, Internet, and email systems</p>	<p>Hold training at evening parent meetings</p>	
<p><b>YEAR 2:</b> 20% parents at all FUSD portal implemented sites will be provided training with the use of the Student Information System, Internet, and email systems</p>	<p>Coordinate with other community training providers such as the Fresno Adult School, Workforce Investment and afterschool partnership grants.</p>	
<p><b>YEAR 3:</b> 20% parents at all FUSD portal implemented sites will be provided training with the use of the Student Information System, Internet, and email systems</p>		
<p><b>YEAR 4:</b> 30% parents at all FUSD portal implemented sites will be provided training with the use of the Student Information System, Internet, and email systems</p>	<p>Expand the training options available for increasing technology proficiencies and knowledge to include video streaming, and online or CD-ROM offerings.</p>	
<p><b>YEAR 5:</b> 30% parents at all FUSD portal implemented sites will be provided training with the use of the Student Information System, Internet, and email systems</p>		