

TECHNOLOGY EXPECTATIONS FOR TEACHERS SCHOOL DISTRICT OF WASHINGTON

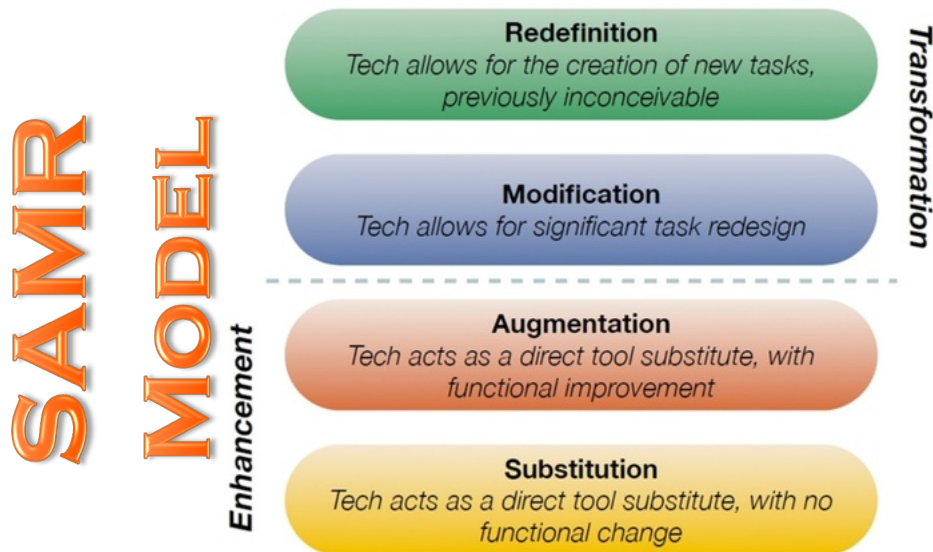
As the district moves forward with its iBelieve Initiative, teachers will see an increase in the amount of instructional technology available to them in their classrooms. This will run the gamut from an increase in the number of tablets or laptop carts that are available for check out, to a full 1:1 computing environment in most of our classrooms. As we do this, it's important to remember that this initiative is not about the technology itself, as the technology used will vary from room to room, and from school year to school year. Instead, it is about the conversion of our classrooms to keep pace with the changing technological demands of modern society. To facilitate the digital conversion, the District is investing heavily in technology hardware, software, and training opportunities.

The District has offered high quality professional development for several years, and many staff members have taken advantage of this training. In recent years, however, we have stepped up the quantity and quality of technology related PD in an effort to prepare our staff for the digital age. The following pages will provide you with a guide that you can use to gauge where you are along your pathway to digital literacy. This document is designed to enable you to self assess where you should be in your journey, and provide you with a guide as you progress. Remember, it's OK to not know how to do something, but it isn't OK to not grow. Growth is the goal with this document, and with the technology PD provided by the District. Your growth will spur your students' growth, and that, after all, is the whole reason we're all here.

The document is divided into individual areas of knowledge and provides you with various stages of progression in each area. Standards, or expectations are listed in the left column, and levels of performance are listed in ascending order from left to right. Again, this is a self-assessment for you to use to identify areas for growth, and to plan your PD sessions.

INTEGRATION:

Expectation	Not yet 1:1	1:1 for 1-3 years	1:1 for 4+ years
<p>Teachers should strive to make steady progress towards higher levels of technology integration.</p>	<p>Teachers should begin learning about the process of converting lessons and start looking for ways to start the conversion.</p> <p><i>Also remember, laptop carts are available for check-out in most buildings, so you could start this process before your grade level goes 1:1.</i></p>	<p>Teachers should convert existing lessons to various levels of the SAMR model. Starting with just a few activities per quarter. Increase the number of lessons, or the SAMR level as comfort level increases. At the end of year 3, you should have the bulk of your lessons converted to digital lessons or enhanced by the use of technology, where appropriate.</p>	<p>Teachers should continue to move lessons into the Augmentation and Modification levels of SAMR. Teachers should also be looking for opportunities to build lessons that reach the Redefinition level. More and more lessons should move into the M and R levels. Continue to refine lessons and increase their integration levels.</p>
<p>Points to Remember</p>	<ul style="list-style-type: none"> • Technology integration should be relevant and meaningful. It should not be forced into an area just to say, "I'm using technology." There are times when not using technology in a lesson is completely appropriate. • The goal of Technology Integration is PROGRESS! The digital conversion cannot (and should not) happen overnight. Teachers should strive to make steady progress towards a greater number of technology rich lessons, and to move those lessons towards higher levels of technology integration. • While the District is not setting specific numbers of lessons that must be converted, note that individual building principals MAY set specific goals for teachers in regards to integration. 		



SCHOOLGY:

Expectation	Not yet 1:1	1:1 for 1-3 years	1:1 for 4+ years
Teachers will set up their Schoology course each year and add all of their students (either by adding them or using the access code).	Your use of Schoology will be limited, but you should take the opportunity to begin learning the program.	You should be able to set up your courses each year or each semester. Some assistance may be required.	You should be able to set up your courses each year or each semester.
Teachers will use Schoology on a weekly basis for items such as: <ul style="list-style-type: none"> •Discussion Boards •Assessments •Submission of Assignments •Links to Resources •Assignments 	<i>Also remember, laptop carts are available for check-out in most buildings, so you could start this process before your grade level goes 1:1.</i>	You should be focusing on using Schoology for the activities listed here. Weekly activities should be the norm.	You should begin to use Schoology on more of a daily basis for the activities listed. Additionally you may be exploring more advanced features of Schoology.
Teachers will utilize the PLC groupings in Group's tab to share and collaborate with their peers on district curriculum.	You should be using Schoology to collaborate with your peers in building curriculum resources.	You should be using Schoology to collaborate with your peers in building curriculum resources.	You should be expanding your collaboration beyond the District and begin sharing with teachers in other schools.
Teachers will use Schoology for Quarterly Assessments, unless a different system has been approved by the Office of Curriculum & Instruction.	QA's may be completed in Schoology each quarter, but on a limited basis.	QA's will be completed in Schoology each quarter.	QA's will be completed in Schoology each quarter.

GOOGLE:

Expectation	Not yet 1:1	1:1 for 1-3 years	1:1 for 4+ years
Teachers will be able to use Google Drive to help organize their classroom when possible.	Use of Google Drive will be limited with the class, however it is an optional tool for teachers to use.	You should be able to use Google for organizing files and materials.	
Teachers will be able to use Google Docs for minor and major writings throughout the quarter, semester, and year.	<i>Also remember, laptop carts are available for check-out in most buildings, so you could start this process before your grade level goes 1:1.</i>	Drive allows students to write, edit, cite, and submit papers quickly and easily. You should use Drive when Schoology may not be appropriate. Note that Drive and Schoology can be linked and integrated easily.	
Teachers will be able to use Google Docs for peer review on minor and major writings throughout the quarter, semester, and year.		You can use Drive to easily facilitate peer editing and review.	
Teachers will be able to use Google Docs as a way to provide feedback at a quicker pace to students on writing assignments.		If you're using Drive, you should be able to provide feedback on assignments electronically through Drive.	
Teachers will be able to have students collaborate on at least one project via Google Slides.		Slides is similar to PowerPoint and can be used in its place, especially when collaboration is desired, whether it is between student and teacher, or among multiple students for group work.	
Teachers will be able to use a Google Form to survey or assess their students at least once in a school year.		Forms can be used for surveys and assessments and provide centralized reporting of results.	
Teachers will be able to successfully login to their own District Google account and access shared files.	Even if not using Google with students, the District will use it for PLC's and collaboration. Teachers, regardless of 1:1 status, should be able to access and use Google Drive in order to participate in mandated activities.		

*Please note: Not all features of Google are available, or applicable to all students. Google should be viewed as a resource that teachers CAN use with their students. However, teachers may be required to access Google Drive for PD or collaborative purposes.

LUMEN:

Expectation	ALL TEACHERS
Teachers will update their gradebooks at least once a week.	Weekly grade book updates are the minimum for all teachers. More frequent updates are preferred.
Teachers will enter assignments as learning activities to give as much information about the assignment as possible.	The more information entered into the description of an activity, the more easily parents can understand the activity.
Teachers will have an average of three learning activities in a week to communicate with parents/guardians and students.	Entering activities keeps parents up to date on what's happening in your classroom. Note that many teachers update parents via newsletters or email. These methods are a viable substitute for this expectation. Also, realize that some weeks may have fewer activities than others, particularly if students are involved in a major project.
Teachers will not include an assignment in the Final Grade Calculations until grades are entered in the grade book.	Marking an assignment included, but not entering grades, gives students a "zero" on that assignment. Teachers should not mark to include the assignment until AFTER grades are entered for the assignment. This will reduce confusion and parent/student inquiries, and provide a more accurate reporting of student performance.
Teachers will complete their grade verification sheets on time each quarter and semester.	Grade verifications help insure assigned grades are accurate BEFORE grades are locked and report cards are printed. This report helps to avoid mistakes, reprinting of report cards, and time lost repeatedly unlocking and re-locking grades. Your principal may require you to print these verification sheets.
Teachers will be able to set up their gradebooks correctly according to their department or school requirements.	Specific courses should be graded the same, regardless of the teacher. If weighting grades, you must be able to explain to parents your rationale for doing so. Elementary level should NOT weight grades. Additionally, remember that extra credit should never be given for students purchasing items (i.e., Kleenex, paper towels, etc...).
Teachers will use Lumen to sign up for Professional Development workshops using the Inservice Management system.	Using their regular Lumen login, teachers will access the Inservice Management system to enroll in PD courses offered in-district.

TROUBLESHOOTING:

Issue/Item	Corrective Steps/Things to know
SMART Board not working	<ol style="list-style-type: none"> 1. Check cable connections 2. Undock/Re-dock laptop 3. Use Connection Wizard in SMART Tools 4. HelpDesk Ticket
SMART Board pens not working	<ol style="list-style-type: none"> 1. Check cable connections 2. Unplug USB and plug it back in, or press reset button 3. HelpDesk Ticket
SMART Ink not working	<ol style="list-style-type: none"> 1. Start SMART Ink from the Start menu (Start>All Programs>SMART Technologies>SMART Ink) 2. HelpDesk Ticket
Projector	<p>Only clean filters with power OFF and when unit is cool Turn unit off when not in use Know the difference between Freeze, AV Mute, and OFF</p>
Bulb Ordering	<ol style="list-style-type: none"> 1. Contact building secretary or principal for account code 2. Put in HelpDesk ticket to Penny Randman 3. Include make and model of projector (ex. Epson 84+) 4. Include your room number
Laptop Issues	<ol style="list-style-type: none"> 1. RESTART any computer having issues 2. Undock/Re-dock the laptop 3. Insure device is connecting to Wi-Fi 4. HelpDesk Ticket
Lenovo Chromebook Issues	<ol style="list-style-type: none"> 1. RESTART Chromebooks having issues 2. Make sure the device is connecting to Wi-Fi 3. Make sure student has logged in, and is not browsing as a guest 4. HelpDesk Ticket
Wireless (Wi-Fi)	<p>Make sure devices are connecting to the correct wireless network</p> <ul style="list-style-type: none"> • Students should connect to BlueJayNet – Student • Staff should connect to BlueJayNet - Staff
VDI (Virtual Desktop)	<p>Teachers should become familiar with the process of accessing and logging in to the VDI.</p>