

Communication

- Email
 - Universals email access: students, teachers, everyone
 - Weekly e-mails with “quick tips” or just good websites- “Tuesday Technology Tip”
 - E-mail lists
 - Timely responses to e-mails
 - Emails with “kudos” and “good job” notes
 - Groupwise, Novell e-mail
 - “Gaggle moderated filtered e-mail:
http://gaggle.net/gen?_template=/templates/gaggle/html/index.jsp
 - First Class
 - Calendar linked to the school home page
 - First Class voice serves as a parent-teacher direct communication resource
 - Bulletin Boards
 - Conferences to build collegiality
- Discussion folders/venues
 - on FirstClass or a listserve or a blog
 - Weblogs: teacher to teacher, teacher to student, integrator to teacher, student, community...etc.
- Monthly Newsletter: print and on the web.
 - Go to www.lewiston.k12.me.us and look for the link on the front page.
 - Another school does an every other Friday with a 1 page attachment
- PowerSchool/Pinnacle: e-mail bulletins, parent login, announcements on website
- Daily school announcements on school web page, weblog, or sent through internal e-mail
- MOTD: Message of the day.
 - Some discussed the possibilities of these being “pop ups” when people log into the school server or e-mail
 - FirstClass system has an “auto open” and Novell has a similar
- iTEAM Communication (iTEAM Resources-
http://moore.portlandschools.org/ibook/strategy_links.html#iteam)
- Pod Casting- resources:
 - <http://www.bobsprinkle.com> A 3-4 teacher in Wells who is using podcasting with his kids.
 - The Education Podcast Network: <http://epnweb.org/>
 - <http://www.edupodder.com/>
 - <http://www.pod101.com/>
- SynreVoice. It is an automatic (computer driven) program that will dial and speak messages you prerecord announcing anything. We use it for a variety of things but currently depend on it to translate our twice daily PowerSchool attendance log and call parents to let them know their child was absent
- Digitize everything you can!
- Ikeepbookmarks / PortaPortal
- Share - whenever - however
- Professional learning teams*
 - Tech Tuesdays / Thursdays / Mondays
- Ability to take work files home
- Parent / Community / School Board communication
- edline
- Regular “tech” presentations at faculty meetings

- Web page with tech tips
- Assessment system requires use of technology
- Time is a teacher's greatest resource and a tech coordinators best currency to use is to promote tech usage as a time saver
- Falmouth has a web based database of skills and expertise (technology and beyond) to share with teachers and community
- Time for Face-to-Face contact
- Professionally maintained website
- Assist teachers in networking (human networking)
- What can the DOE do to guide structure and practice
- Need effective communication between the "keepers of info" and tech people
- Knowing the purpose of each type of e-communication
- Defining workflow of technology related tasks: Who is really responsible. Just because it involves technology doesn't mean the responsibility resides with the technology people. Who does what job?
- To-do lists – trouble tickets
- iChat
- Face to face – sit down with each other
- ATM
- Sub EthaEdit
- Remember the written word can be misconstrued
- Provides parent access - helpful

Leadership

- Awareness of MLTI Successful Strategies:
 - http://moore.portlandschools.org/ibook/strategy_links.html
- Regular meetings with the principal, tech coordinator and integrators, teacher leader, librarian....the "Leadership Team". At minimum have principal, tech, and teacher.
 - Weekly meetings during the day
 - Identify leadership structures and determine the best way to meet with them
 - Dept. reps
 - Admin
 - All are welcome
 - Based on needs / minutes on email
 - Tech budget decisions
 - Cc or include Supt.
 - Include media specialist, student, parent
- Visioning
 - Create a clear vision for where district/school wants to go with learning. See vision and goal setting links: http://moore.portlandschools.org/ibook/strategy_links.html
 - Technology plan should not be a separate vision from the educational plan
 - Need to get staff on board with plan...so involve the staff in creating the plan. Goes back to visioning
 - Technology Plan: need short term and long-term goals.
- Using it day in and day out of school needs (attendance, bulletins)
- Staff Development Support Needs
 - Meaningful workshops
 - Supply chocolate, prizes, and contact hours
 - Awareness of what can be done. Models

- Support attendance at content meetings
- Working closely with staff development and technology. Making technology a part of all staff development...having it drive the topic of discussion.
- Content based staff development with technology imbedded at all levels
- Convenient staff development – online tools
- Survey to identify skills and needs and make results known
- Work with curriculum coordinator
- Admin hook (lead by example)
 - Holds staff accountable for use of technology
 - Uses staff meetings as a mandatory tech workshop
- Grants
- Dependable technology
- Support of Integrators
 - Get integrators involved in curriculum development and planning
 - Integrator takes course in leadership/leadership roles
 - Value trained integrators as professionals
 - Community support of tech*
 - Make opportunities for tech to “lighten load” for teachers so they see its value (record keeping, etc.)
 - Need to support the idea of integrator as instructional guides and not just “tech” people.
 - Hire a full time tech integrator
 - Educate community as to role of integrator
- Educating Leaders
 - Send articles, websites, etc. to leadership (not too many)
 - Invite to classrooms
 - Show them how to make their life easier with technology: time savers, organizers
 - Train “leaders”
 - Principals have to lead by example: “use it”
- Professional goals tied to teaching and learning with technology
 - Principal places expectations on staff...include tech goal in teaching plans.
 - Mandatory teacher tech goals
 - Principals establish expectations for technology*
- Have 1 teacher “expert” mentor available for all periods of the day to help
- Technology committee
- Hire teachers
- Need for a suggested technology model from the state as a baseline from which to build. Staffing/hardware/software/skills
- Action needed: Just do it!! Too much talk.
- Address learning gaps between levels (elem.-middle-h.s.) due to inconsistent hardware/staffing
- Monthly integration report to school boards...monthly teacher/student presentation to school board of learning enhanced by technology
- Middle school and high school conversations
- Increased communication/information flow among departments: media center/library/tech dept/purchasing. One hand needs to know what the other is doing. How can technology be a part of that increased communication? Model
- Identify cultural norms that support communication or lack of
- Get school board involved and invite members to meetings
- Adopt a “fix the problem” not blame solution
- Continue and support the MLTI Leadership structure
- Support for online textbooks

- Provide less pressure
- Provide more laptops and other equipment (cameras, scanners, etc.) – create a culture
- More assertive with staff*
- Non-tech committees for issues (MLTI)
- Set the example by doing (modeling)
- Make “rules” for the 95% of students who are appropriate users; don’t get stuck in the discipline cycle
- Staff recognition

Group Learning Opportunities

- “Techno shows” 5 minutes before each staff meeting:
http://moore.portlandschools.org/ibook/strategy_links.html#techno
- Attend teacher team or department meetings at least once a month
- Workshops and after school training
 - Must have \$\$\$ to support
 - Paying staff to attend..paid staff development
- Tech clinics
- Utilize ATM
- Time- too many things to do on professional development days.
 - Early release days?
 - This is where we have to not look at technology as something different. How can it be worked into the professional development on assessment? The content areas? Classroom management? Scheduling? etc. Make it a part of what is going on in the schools so that it becomes a part of the every day function.
- Choice on Professional development days
- CEU credits for attendance at and work done. Can there be credits worked out for work done independently if a plan is written out and goals are met? Extra time WILL need to be put in whether someone is in a class or working independently.
- Showcase what students are doing.
- Showcase what teachers are doing. Sometimes little things can be very powerful.
- Tech classes for community taught by students
- School board/faculty annual meeting
- MLTI Content Meetings: teachers share
- Scheduled time for teachers to share (move teachers meeting to teachers room to host and highlight what they are doing)
- Scheduled time during the day. Hire a sub for a day, teacher comes for a couple of hours, sub then moves on to next teacher
- Consistent staff development times and groupings
- Assigned teacher/student mentors for teachers
- Technology night-community involvement
- Education night highlighting the use of technology to create deeper learning and understanding
- Summer Tech Camp for staff: incentives, pay, CEU’s, door prizes
- District wide self-contained workshops
- Students create museums of sci/tech for elementary kids
- Staff meeting/team time new software intro with curricular implications
- Flexible timing AM vs PM
- Lunch dates- dine and discuss (Pot lucks have worked, also) study groups
- “Pull out” curriculum imbedded training
- MLTI committee meetings/technology meetings with departments

- Train the trainer process
- Content focused
- State sponsored workshops in and out of schools
- Release time for training
- Good food at meetings
- Tap into teacher talent
- Techno Shows
- Meet with teaching teams at least once a month*
- Video Conferencing – teaching / training
- Content sharing @ staff meetings / school board meetings**
- Community based projects (outside of classroom)
- Bring in outside resources – divide into small groups
- iTeam: student input /student opportunity
- Curriculum meetings
- iMovies – Festival
- Battle of the Garage Bands – produce royalty free music for school
- Staff Copyright issues training
- Modeling technology use in meetings
- Information literacy
- Student advocacy
- Small groups or one-on-one can be very effective
- After school workshops (paid!) with CEUs. (Brochure – formalize)
- Attend team meetings at least once a month
- “Steal” minutes from content/dept. meetings for staff development
- Time during in-service days (teachers – ed techs*-substitutes)**
- Paid summer institute – 2+ days – CEUs
- Online teacher orientation for technology
- Technology Tuesdays – 1 ½ hours after school to meet the staff needs *CEUs
- Work with certification committees – “incentives”
- Teacher evaluation process as motivator
 - One tech goal in teachers’ yearly goals
- Students as teachers/demonstrators
- Piggyback on district-wide goals; ask to be included in curriculum meetings; keep your ear to the ground for opportunities

Sharing the Load

- Start student iTEAMS: http://moore.portlandschools.org/ibook/strategy_links.html#iteam
- Identify “experts” within staff. Who is good at what...Develop a matrix of skilled folks within the building: http://moore.portlandschools.org/ibook/strategy_links.html#matrix
- Visiting another school/teacher
- Time within school day to observe other teachers
- Study groups- 1 hr. a week with comp time. Allow choice for teachers. As an integrator visit study groups and say, “this is how you can use technology in this area”.
- Remote control/observation software.
- Work with staff on classroom management and technology: have to move from give and get teaching to a more cooperative learning environment. Teachers must move from podium style teaching to moving around the classroom, having desk organized for movement and so screens can more easily be seen.

- More Mentoring Ideas
 - Tech buddies / student help
 - Pair tech buddy (student) with a teacher
 - Create student iTEAMS – all levels – computer club develops into iTeam
 - Create a culture of asking students for help
 - Identify “experts” within the staff... who is good at what...
 - Assign “expert” status after experience and staff development (students also)
 - Encourage sharing of “what works” between staff members – both formally at staff meeting and informally in the lunch room
 - Develop experts during summer institutes
 - Student teams “adopt a ___” in lower-level schools
- Have tech committee with tech support staff and regular teachers and school principals to discuss tech needs. Include students and community members. (See Leadership, also)
- Use students to create staff training/adult ed teaching materials
- Use standard image whenever possible to minimize support divergence.
- Parent volunteers/community volunteer
- Web page designed for schools...have students do with guidelines
- Moodle web managed courses- <http://moodle.org/>
- Spotlight on Teachers successes to INSPIRE
- Network units and resources
- Model trouble-shooting
- Folders with “how to’s” i.e.- logging in e-mail, saving
- Make local “experts” in classrooms- especially at early elementary
- Mentor ship with older student. (8th grade hooks up with 6th grader, HS students mentor 8th grade students. Show the “the ropes”)
- “Technology Tuesdays”- sharing with and of staff
- NoteTaker on middle school machines
- Modeling lessons with teachers taking over
- Work with curriculum coordinator
- Find local experts in community for “help desk”
- Use global resources
- Use media specialists
- Create a matrix of staff skills
- Peer Expertise
- Professional Development***
- Ownership of equipment
- Split or share MLTI teacher leader
- Full-time technician for repairs*
- Principal Support*/ Superintendent / School Board*
- Sharing ideas / learning in staff meetings
- Tapping into the community – funding, volunteers, support, etc.
- High school help
- Help desk/ FAQ / knowledgebase
- Model trouble shooting methods
- Teacher experts**
- Online tutorials / sites / cheat sheets
- First Class
- Rotate tech support people in each of the district’s buildings. Build in time for support with expert
- Face to face communication provides more support
- Lessen the teacher load by redefining curriculum priorities

- Budget for an outside consultant – per diem basis
- The “20 minute” rule
- Clearly defined support hierarchy

Just in Time Support

- Team teaching- appropriate levels of scaffolding
- Teach a model lesson
- Refer to student “expert”
- Finding resources- teach how to find resources...teachers and students
- Build a library of “how to’s”
- Set up Portals
- Implement “help” support system
- Utilize a morning help desk staffed with iTEAM students
- Snapz Tutorials: <http://www.ambrosiasw.com/utilities/snapzprox/>
- Atomic Learning and PortaPortal
- Clicker: an adaptive word processing software:
<http://www.cricksoft.com/us/products/clicker/default.asp>
- Printed user Guides- Post online
- iTEAM- kid tech team, student experts
- Parts inventory
- Webpage for help files
- Teacher “expert” willing to share
- Marvel Information Databases
- Web search criteria sheet where kids find needed resources
- FAQs: please send them to MLTI and we can start a Tutorial/FAQ warehouse.
- Library of video clips on statewide website from teacher experts or on DVD (again, send them to us and we will share)
- NoteTaker- Building websites
- Being accessible and open to collaboration
- Get over the pride factor...there are no stupid questions
- Sub-training in technology
- E-mail, leave a note, ask a neighbor
- Drop in...short skills demo
- Online “trouble ticket”
- Teacher training in protocol
- Drop in help for special projects- move integrators physically near the action
- Culture of flexibility when help is needed by colleagues
- Know resistant staff members as people to help find the “in” for tech support
- Just in time support to curriculum committees
- “Ask 3 before you ask me” can apply to one’s own trouble shooting
- New staff tech training
- Burn CD with important tech support for new staff (and old)
- “Hands off” support
- Model teaching
- Observation
- Teacher talk – conferencing on First Class
- FAQs – knowledge base
- Tech Coach

- Troubleshooting protocol
- Teachers advance plan projects
- Utilize roving sub to provide release time for professional development
- Help desk
- More money needed to provide required help
- Tech folder on First Class – problems posted for same day response or escalation
- Not assign regular classes to integrator – need to be available – post integrator schedule on First Class
- Web page with resources
- Atomic Learning (tutorials in QuickTime) (some free tutorials available)
- Put support materials in package to be added to image
- iTeam support teacher in classroom
- “Tech Café” session each week where teachers can come to work on their own projects or talk about what they are doing with integrator there to support.
- Adult education sessions
- Schedule in substitute time for teacher leaders to consult and attend or model classes
- Quick trouble shooting “how to” list available online – First Class, etc.
- How-to’s developed by students
- Immediate chat support from tech support or iTeam leader
- Plan better
- Integrator needs to be kept “in the loop” (LAS, Units Curriculum)