

Louisiana Believes

**Key Steps for Leaders in Transitioning to
Technology**
November 2016

Welcome

Objective: Participants in this session will:

- Consider plans to ensure digital literacy
- Utilize guiding questions to evaluate school-level implementation

Agenda

- . Overview of Steps
- . Building Technology Readiness
 - . Assessing the Need
 - . Building a Plan
- . Building Digital Literacy with Teachers
 - . Assessing the Need
 - . Building a Plan
- . Building Digital Literacy with Students
 - . Assessing the Need
 - . Building a Plan
- . Preparing for Online Assessments
 - . Assessing the Need
 - . Building a Plan

Transitioning to Technology

In 2016–2017 grades 3–8 will complete the transition to computer-based tests, with a paper option remaining for grades 3 and 4. End-of-Course (EOC) exams will also move to this same platform. A smooth transition to online testing requires that a number of factors be addressed within schools. These factors fall within three main work streams: digital literacy, technology readiness, and assessment administration preparation.

Work Stream	Description	Responsible Parties
Technology Readiness	Purchasing and evaluating devices, measuring network capacity, and general maintenance and of related systems	Technology coordinators
Digital Literacy	Regular authentic incorporation of technology within classroom instruction	Instructional leaders, principals, curriculum directors, teachers
Assessment Administration Preparation	Assessment platform-specific installations and configurations, logistics, training of testing staff	Technology and test coordinators

Defining the Goal or Purpose of Technology in the School

Leaders must first establish the goal or purpose of technology in the school. Some questions that might be considered include:

- What specific goals should be achieved by using technology?
- How will technology be integrated into curriculum and instruction?
- What academic outcomes should be realized through technology?

Take a few minutes to write down three technology goals/purposes in your school.

Assessing and Addressing the Need

Within each of the three major work streams school leaders must assess the need and then build a plan to support the technology transition. This session will focus on each of the steps along with related resources.

Assessing the need at each step may include:

- Self-assessments
- Observations
- Inventories

Building a plan at each step may include:

- Budgets
- Professional development
- Timelines for implementation

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Building Technology Readiness: Assessing the Need

In order to determine what is needed to build technology readiness, a leader must first evaluate what is already in place.

Resources	Guiding Questions
Technology Readiness Tool (TRT)	<ul style="list-style-type: none">• Are enough of the right kind of devices in place to reach the established goals?• Are there upgrades that should be made to devices to bring them up-to-date (e.g., expanding memory, updating operating systems)?• Is the network setup sufficient to support both daily learning and assessments?
Learning Application Device Requirements	<ul style="list-style-type: none">• Are there current applications that are being used in the school for teaching and learning (e.g., Eagle)?• Are the devices in place compatible with those applications?
State Assessment System (Insight) Device Requirements	<ul style="list-style-type: none">• Are the devices in place compatible with the state assessment system?

Building Technology Readiness: Building a Plan

Using the needs assessment determine what next steps may be needed.

Area of Need	Potential Steps
Network	<ul style="list-style-type: none">• Install additional wifi access points• Increase bandwidth• Implement additional security protocols
Devices	<ul style="list-style-type: none">• Upgrade operating systems in labs• Purchase additional devices• Maintain current devices• Increase memory of current devices
Logistics	<ul style="list-style-type: none">• Assign mobile labs• Establish calendar process for labs• Move devices to alternate location

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Building Digital Literacy with Teachers: Assessing the Need

In order to determine what is needed to build digital literacy, a leader must first evaluate teacher needs.

Resources	Guiding Questions
Technology Self Assessment	<ul style="list-style-type: none">• Are teachers able to use technology for basic administrative purposes (e.g., logging in, email)?• Are teachers able to use basic applications (e.g., word processing, spreadsheets, presentations, internet searches)?• Are teachers using computers in other ways (e.g., coding)?
Guide to Digital Literacy	<ul style="list-style-type: none">• Are teachers able to perform the technology skills expected for students at the assigned grade level?• Are teachers integrating grade-appropriate skills into instruction in authentic ways?

Building Digital Literacy with Teachers: Building a Plan

Using the needs assessment determine what next steps may be needed.

Area of Need	Potential Steps
Developing Digital Literacy in Teachers	<ul style="list-style-type: none">• Complete technology self assessment• Compile results from the assessment• Assign appropriate support (e.g., tutorials, mentors)• Regularly reassess in order to monitor progress
Integrating Digital Literacy into Instruction	<ul style="list-style-type: none">• Engage students in keyboarding instruction• Implement technology extensions from the ELA Guidebook 2.0• Develop lesson plans in PLCs to address grade-appropriate skills using the Guide to Digital Literacy• Use mentor teachers to share and support implementation

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Building Digital Literacy with Students: Assessing the Need

In order to determine what is needed to build digital literacy, a leader must first evaluate teacher needs.

Resources	Guiding Questions
Guide to Digital Literacy	<ul style="list-style-type: none">• Do students have basic technology skills (e.g., logging in, keyboarding)?• Are students able to use basic grade-appropriate applications (e.g., word processing, spreadsheets, presentations, internet searches)?

Building Digital Literacy with Students: Building a Plan

Using the needs assessment determine what next steps may be needed.

Area of Need	Potential Steps
Developing Digital Literacy in Students	<ul style="list-style-type: none">• Assess student technology skills• Implement keyboarding instruction• Support students in obtaining grade-appropriate skills through tiered instruction

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Preparing for Online Assessments: Assessing the Need

In order to determine what is needed to build digital literacy, a leader must first evaluate teacher needs.

Resources	Guiding Questions
Online Tools Training (OTT)	<ul style="list-style-type: none">• Have all teachers engaged in the Online Tools Training (OTT)?• Do all teachers have a plan for using the OTT with their students?• Have all students engaged in the OTT?• Are students able to easily navigate the OTT?• Are students making connections between classroom strategies and the tools available within the OTT (e.g., annotation, highlighting)?

Preparing for Online Assessments : Building a Plan

Using the needs assessment determine what next steps may be needed.

Area of Need	Potential Steps
Developing Digital Literacy in Students	<ul style="list-style-type: none">• Share the OTT link• Use the OTT in PLCs to develop understanding of the online testing platform and available tools• Use PLCs to make connections between classroom strategies and the tools available within the online platform• Guide every student through using the OTT, making classroom strategy connections

Next Steps

Topic	Next Steps
Building Tech Readiness	
Building Digital Literacy with Teachers	
Building Digital Literacy with Students	
Preparing for Online Assessments	