

# Delaware Center for Educational Technology

## Action Plan

### FY04 – FY05

## Vision

The **vision** of the Delaware Center for Educational Technology is to help Delaware become *The First State in Education: Every Classroom, Every Teacher, Every Child*.

Our vision reflects our absolute commitment to the principle of equity: ensuring every teacher and child, in each of our public schools and classrooms is provided with an equal opportunity to utilize technology in the educational process. This vision also reflects our fundamental belief that technology in education is critical to the creation of a competitive 21<sup>st</sup> century workforce and that a competitive workforce is a major contributing factor to strengthening and maintaining Delaware's economic viability.

## Mission

The **mission** of the Delaware Center for Educational Technology is to **help empower children, through the use of information technology, to achieve higher standards in education.**

All of our efforts are dedicated to achieving this mission.

- *Children* are the future. Although DCET will target various programs to support others, the ultimate goal is empowerment of our children.
- DCET is focused on the use of *information and technology* in education as the primary means to achieve this mission. We recognize that other factors may also be involved, but our efforts will remain centered on the value of technology.
- Our success will be measured by the abilities of Delaware students to *achieve higher educational standards*. We recognize that assessments are controversial and that there are other metrics to be considered, but we believe that if a student is able to accomplish more and learn better, while using technology as an enabler, then we will have accomplished our mission.

## Action Plan

The DCET chooses its efforts wisely with the concept that it is best to do a few things well. Therefore, we will focus our efforts on a limited number of substantial projects and do them well. With this in mind, the DCET will focus its efforts on (1) Level of Technology Implementation (LoTi); (2) ParTech (Partners in Technology); (3) Delaware Instructional Technology Conference; (4) Best Practices in Professional Development and Instructional Technology; and (5) Delaware Virtual School.

In addition, the DCET will continue to provide services on an on-going basis for activities, such as, Traveling Integration Labs, Delaware Technology Academy, Annual School Technology Survey, Technology Strand of the Statewide Professional Development Day, Procurement Agreements, District / School / Teacher Communications, and supporting the Enhancing Education Through Technology grants.

## Level of Technology Implementation (LoTi)

The LoTi (Level of Technology Implementation) Questionnaire/Survey was first conceptualized in 1995 in an effort to create a consistent set of measures that accurately reflected the progressive nature of teaching with technology. Based partially on the works of the Concerns-Based Adoption Model (Hall, Wallace, and Dossett, 1973; Hall, George, and Rutherford, 1977; Hall and Loucks, 1979) and findings from ACOT's research (Apple, 1995), *the LoTi instrument provides an assessment of three critical attributes impacting technology use in the classroom: **Current Instructional Practices (CIP)**, **Personal Computer Use (PCU)**, and **Level of Technology Implementation (LoTi)***. The LoTi framework consists of seven specific stages of technology implementation: Awareness, Exploration, Infusion, Mechanical Integration, Routine Integration, Expansion, and Refinement.

The DCET currently has a contract with the National Business Education Alliance and Dr. Chris Moersch to provide the LoTi Questionnaire/Survey to all instructional personnel in all of our schools. The Questionnaire/Survey is taken on the Web (20-30 minutes to complete) and provides immediate feedback on Current Instructional Practices (CIP), Personal Computer Use (PCU), and Level of Technology Implementation (LoTi). The schools, districts, and state will receive aggregated information of the individual results providing data that can be used to target quality professional development.

Once all of the instructional personnel in a school have completed the LoTi Questionnaire/Survey, a *Technology Use Profile* will be completed for the school. The results of the LoTi *Technology Use Profile* provide valid and reliable data to plan professional development activities that refine staff members' current skills and move them to the Target Technology level.

The DCET looks at LoTi as a **process**, not a questionnaire/survey. The process consists of gathering data, using the data to make data-driven decisions to target quality professional development, and developing/implementing instructional units utilizing technology that will better enable our students to achieve the content standards. Even though we are looking at technology, it all goes back to instructional practices where we need to *create an environment where students nurture higher-order thinking skills and inquiry-based activities. This is where research shows a higher level of learning.*

In other words, the data received from the LoTi questionnaire can drive systemic change and have far-reaching ramifications including increased student achievement if used to direct professional development and improving instructional practice.

The DCET will provide technical support and professional development to the districts/schools as they prepare to take the questionnaire/survey, interpret the results of the Technology Use Profile, develop the Next Steps Action Plan, and implement professional development and instructional unit development.

## **ParTech (Partners in Technology)**

ParTech supplies services to the educational community in the acquisition and distribution of computer technology, Level 1 computer support, and training.

For the acquisition and distribution of computer technology, ParTech provides schools donated computer technology (computers, software, and peripherals) which are requested through an established grant process.

ParTech provides Level 1 support for donated technology over the life of the systems and assists schools in the disposition of “end-of-life components.

A charge of the DCET and ParTech is to provide training on basic computer skills to teachers and support staff. ParTech provides small group and one-on-one training at school locations for teachers and support staff.

## **Delaware Instructional Technology Conference**

The Delaware Center for Educational Technology sponsors the annual *Delaware Instructional Technology Conference*. The conference provides an opportunity for Delaware educators to share their knowledge, listen to nationally recognized speakers, and explore new and existing technologies.

The Delaware Instructional Technology Conference will continue to be an “expand your horizons” event for educators. The Conference is scheduled for April 28-29, 2004 and the Delaware Library Association (DLA) is collaborating with DCET to give the Conference a focus on literacy.

## **Best Practices in Professional Development and Instructional Technology**

With the new method of delivering professional development in the state, the DCET will facilitate the development of professional development clusters based on data received from the LoTi Technology Use Profiles and the districts/schools Next Step Action Plans. The cluster(s) will be based on best practices in delivering instructional technology professional development and will focus on instructional uses of technology (rather than on the technology itself). Instructional use of technology includes, but is not limited to, the development and implementation of instructional units utilizing technology. The ultimate goal of these efforts is for students to use technology for the improvement of learning and the development of the knowledge and skills necessary to meet the content standards.

In conjunction with the Delaware Virtual School (DVS), the DCET plans to include online professional development courses as part of the DVS. The courses could be part a cluster or used for part of the 90 clock hour re-certification requirement.

The DCET, in collaboration with the district instructional technology leaders (INTEGRATE), will develop a method to share information concerning instructional technology implementations in the districts. This will also include information concerning exemplary computer-based learning programs and tools.

## **Delaware Virtual School**

The Delaware Center for Educational Technology and the Department of Education will begin the planning, designing, formation, and implementation of an eLearning vehicle, the Delaware Virtual School, which will initially offer Web-based courses to high school students and professional development to educators.

The purpose of the Delaware Virtual School (DVS) will be to provide a coordinated statewide approach to providing Web-based courses for K-12 students and professional development for educators. eLearning is best used to fill gaps in schools' curriculum offerings, and not intended to necessarily replace key courses. DVS will be designed to expand the access of Delaware public school students to challenging curricula aligned to the Delaware Content Standards as well as to appropriate national standards through the delivery of high quality online courses.

DVS would implement a single point of entry Web portal to provide the services, resources, and information concerning the school; provide Web-based courses for high school students; provide professional development opportunities for educators; and facilitate associated monitoring, supervision, and reporting services.

Each of the Web-based courses used by DVS will be reviewed by teams of highly qualified teachers who will review the courses for alignment with Delaware and national content standards.

DVS will initially offer Web-based courses for high school credit in collaboration with local school systems. The teaching is conducted online with the teacher physically separated from the student. The teacher communicates with the student online and via the telephone with a school coordinator providing site-based support.

DVS is not intended to be a stand alone school and will not offer a complete high school diploma program online. The credit earned by taking a DVS course is granted by the local public high school and will appear on the student's high school transcript. Therefore, students may take a course through DVS only with the permission of their local school's administration.

## **Summary**

The DCET's activities will focus on utilizing technology to improve student achievement through data driven decision-making, professional development, and student-centered instruction. As stated previously, the ultimate goal of these efforts is for students to use technology for the improvement of learning and the development of the knowledge and skills necessary to meet the content standards.