



# TECHNOLOGY LEAD TEACHER



# INCLUSIVE LEARNING IMPLEMENTATION PLAN

SUCCESS FOR ALL x ALL KIDS ARE OUR KIDS = ONE YEAR'S GROWTH

## VISION



### Essential Conditions

- Division engages in conversation building shared beliefs including an understanding of what educational technology is and how it is best learned, the concept of *One Year's Growth*, and how the division is supporting teachers to improve their technology practices.

## ACTION



### The Technology Lead Teacher will:

- Ensure *Success for All, All Kids Are Our Kids, One Year's Growth* is present on all technology learning documents;
- Determine how technology supports the vision of *One Year's Growth*; and
- Focus on four learning technologies to support learning.

## SUCCESS



### Indicators

- Staff members across GYPSD refer to *One Year's Growth* as our overarching goal for all we do in GYPSD.
- Teachers across the division can state the four divisionally supported learning technologies.

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## LEADERSHIP



### Essential Conditions

- Identify division leaders who:
  - Support and build the capacity of educational technology leaders in both formal and less formal roles;
  - Have a strong understanding of technology;
  - Are able to innovate and apply best practices around technology;
  - Understand change; and
  - Collaborate with other educational technology leaders to mentor new staff.

## ACTION



### The Technology Lead Teacher will:

- Build capacity in understanding technology and how to apply best practices;
- Determine which technologies will be embraced to enhance literacy learning across the division (best practices);
- Collaborate with other technology lead teachers to share best practices with technology and literacy; and
- Create a GYPSD community of practice in technology.

## SUCCESS



### Indicators

- Observe teachers/students using divisionally support technologies in their classrooms embedded in their practice.
- Membership in a regional level community of practice.
- Regular meetings with the GYPSD community of practice in technology.

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## RESEARCH AND EVIDENCE



### Essential Conditions

- School, division and provincial assessments are analyzed by staff to track growth, determine positive trends, identify areas for improvement, and to inform programming needs, next steps and further interventions.

## ACTION



### The Technology Lead Teacher will:

- Have a clear understanding of Mathletics, HLATS and Aimsweb and how the data gathered can inform practice at the divisional, school and classroom levels;
- Support LSTs and Principals so they have a deeper understanding of Mathletics, HLATS and Aimsweb and how to analyze the data to inform practice;
- Provide tech support to ensure all users can effectively use the software; and
- Provide training opportunities for all teachers on how technology can support formative assessment practices in the classroom.

## SUCCESS



### Indicators

- Can answer questions about Mathletics, Aimsweb and HLATS when asked (trouble shoot).
- Participate in a professional development (PD) workshop with principals and LSTs around data and how we can use it to inform our practice (data analysis).
- Mathletics, HLATS and Aimsweb data is observed in student profiles in CRMS.
- SLT has regular meetings using CRMS and divisional data to analyze success measures.
- Teachers are using technology to collect and use formative assessment data.

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## RESOURCES



### Essential Conditions

- Instructional lead teachers are available at the school level to support the implementation of the literacy technology vision with teachers using quality resources and students have access to varied learning resources that complement their diverse needs.

## ACTION



### The Technology Lead Teacher will:

- Collaborate with the LSTs for the *Gradual Release of Responsibility* that allows teachers to build their literacy technology practices over time;
- Collaborate with the school linked team and learning support teachers (LSTs) to design a framework for the *Gradual Release of Responsibility* that allows LSTs and teachers to build their understanding of and ability to design effective instructional support plans (ISPs) for students in need;
- Collaborate with the learning services team and the school linked team to determine what resources (including technology soft and hardware) will be supported at the division level and how we will provide ongoing support as these resources become embedded in practice; and
- Work closely with school tech contacts to ensure there is a base level of technology available in every school.

## SUCCESS



### Indicators

- A professional development plan is in place that outlines ongoing face-to-face and online PD for the school linked team's instructional lead teacher who then forwards to other applicable staff members for their information.
- Students in need have ISPs in place.
- Observe teachers/students using divisionally support technologies in their classrooms.
- School tech contacts are teachers (not administrators).
- Fewer *Maintenance Connect* requests due to a proactive approach to supporting technology (trouble shooting).

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## PROFESSIONAL GROWTH



### Essential Conditions

- Teachers collaborate with other staff regarding using technology to enhance their programming and belong to face-to-face as well as online professional learning communities.

## ACTION



### The Technology Lead Teacher will:

- Collaborate with the school linked team to design a framework for the *Gradual Release of Responsibility* that allows teachers to build their educational technology practices over time.

## SUCCESS



### Indicators

- A professional development plan is in place that outlines ongoing face-to-face and online PD for the school linked team's instructional lead teacher who then forwards to other applicable staff members for their information.

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## TIME

### Essential Conditions

- Teachers are given time and support to build, enhance, and/or modify their current technology practices to more closely reflect effective programming.

## ACTION

### The Technology Lead Teacher will:

- Collaborate with technology supervisor and the school linked team to design a framework for the *Gradual Release of Responsibility* that allows teachers to embed technology into their practices over time.

## SUCCESS

### Indicators

- A professional development plan is in place that outlines ongoing face-to-face and online PD for the school linked team's instructional lead teacher who then forwards to other applicable staff members for their information.
- Schedule set for online collaboration.

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## COMMUNITY ENGAGEMENT



### Essential Conditions

- Division office and schools communicate with the board, parents and community members to build a common understanding of what educational technology is and how it is best leveraged to enhance instruction.

## ACTION



### The Technology Lead Teacher will:

- Participate in board presentations (when appropriate) to deepen their understanding of how technology can support literacy; and
- Participate division leadership team presentations (when appropriate) to deepen their understanding of technology can support literacy.

## SUCCESS



### Indicators

- Reference to *One Year's Growth* and literacy practices in all division and school documents.