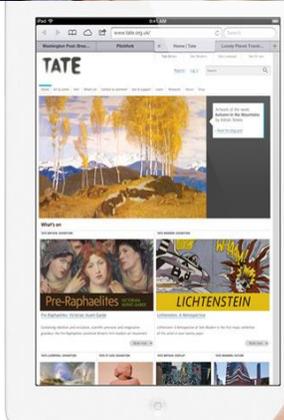
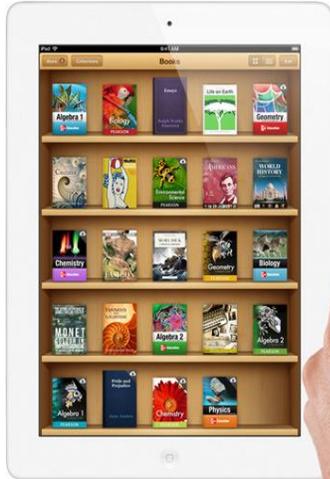




**DARLINGTON  
COUNTY  
SCHOOL  
DISTRICT**

**Technology  
Plan**



2013 – 2018

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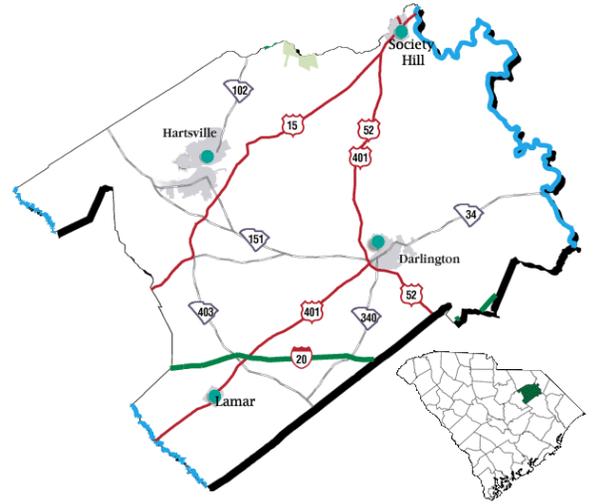
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## DISTRICT PROFILE

Darlington County School District is located in the beautiful Pee Dee Region of South Carolina. With twenty-five (25) schools and centers, the district ranks as the fourteenth largest in the state.<sup>1</sup> Ten (10) elementary schools, one (1) elementary art magnet, one (1) elementary math and science magnet, one (1) early childhood center, one (1) school with grades K-8, three (3) middle schools, three (3) high schools, one(1) high school magnet for math, science & technology, one(1) alternative center, one (1) career and technology center and two (2) adult education centers provide the structure within which students are served. Student enrollment is 10,456 with minority population of 58.1% and a free/reduced lunch rate of 70.23%. English as a Second Language (ESL) students comprise less than 1% of the total district students.



### *Needs Assessment*

Access to technological resources: Based on information provided by parents at registration for the 2013-14 school year, only 43% of DCSD students have access to technology and the Internet at home. To address this need, a plan will be finalized during the spring of 2014 to provide each learner with access to appropriate technological tools. This project, interactive Technology for Every Learner (iTEL), will provide iPads for students in grades K-8 and Macbook Air computers for students in grades 9-12

Professional development for teachers as they teach in classrooms where each student has technological tools for learning: based on surveys from teachers

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<sup>1</sup> <http://www.biggestuscities.com> (2014)

Professional development for all learners with relevance to their role(s): based on best practice research and methodologies

Upgrade and maintain network infrastructure to support all learners (students, teachers, administrators and staff): based on network infrastructure study and data maintained by Technology Department Staff

Adequate support staff to support technical and instructional applications of technology: based on studies of

*Universal Service Fund (E-rate)*

The district uses a combination of standard and alternative funding measures to calculate Universal Service Fund (e-rate) discount. The discount rate applicable for 2013-14 is 90%.

## Our Mission

*Excellence in Teaching and Learning for All  
Every Student, Every Day*

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## Our Vision

- *The Darlington County Community will grow and prosper economically and culturally as the school district fosters an environment that produces well-educated, productive citizens.*
- *All families will receive validation of their important role in their child's education within an atmosphere of mutual respect and collaboration.*
- *All students will demonstrate respect for others and possess the knowledge and skills to be productive members of the community with the desire to continue as life-long learners.*
- *All staff will be empowered through meaningful, professional experiences in a supportive and collaborative environment to ensure the success of all students.*

## EXECUTIVE SUMMARY

*“Excellence in Teaching and Learning for All”*

### WE BELIEVE

- ◆ Technology touches almost every part of our lives.
- ◆ Technology in the hands of every student can serve as an equalizer, providing all students with access to information and tools that empower them as learners.
- ◆ Technology in the hands of every student can increase student engagement and thus student performance, satisfaction and interest in school.
- ◆ Technology in the hands of every student can change the way teachers teach, offering educators effective ways to reach different types of learners and assess student understanding through multiple means.
- ◆ Technology in the hands of every student can better equip the workers of tomorrow to investigate and solve real-world challenges similar to those to be experienced in the workplace.
- ◆ Technology in the hands of every student is one of the largest paradigm shifts in teaching and learning to be experienced by today’s educators.
- ◆ Effective implementation of a plan to place technology in the hands of every student requires careful planning with a large emphasis on professional development for teachers as they begin their journey down the road to personalized learning in a 1:1 environment.
- ◆ Every employee needs to be equipped with appropriate technological tools to efficiently and effectively perform the tasks specific to their role.
- ◆ Technology infrastructure must be designed and implemented in a manner to allow the seamless implementation of an environment where personalized learning thrives in the Darlington County School District classrooms.
- ◆ Technology infrastructure must be designed, implemented and maintained in a manner to allow all resources to function at optimal levels.

In Darlington County School District (DCSD), the Technology Plan focuses on three areas: *the learner*, *the resources* and *the information or data*. We are part of one of the most exciting transformations that has been afforded in teaching and learning for decades – personalized learning for all. A careful study of our target audiences and their needs along with careful planning for all resources results in a comprehensive approach that allows for personalized application of technological tools for everyone.

## THE LEARNER

As we plan for *the learner*, our target audiences are students, teachers, parents, administrative staff, support staff and the community. In our classrooms we begin to explore and implement strategies such as blended learning, flipped classrooms and project-based personalized learning. The opportunity to help students develop skills that prepare them for jobs that are yet to be invented and will utilize technology that is yet to be imagined is tremendous. Students begin to take more responsibility for their learning. Teachers begin to differentiate instruction for all students. Administrators begin to guide and support teachers as they make the shift to transform their classrooms. Administrators are given support and opportunities to grow in their skills to lead the classroom transformation.

We also recognize that there are learners in DCSD who have roles beyond the classroom. It is important that an ongoing plan for professional growth is provided for everyone. The DCSD Professional Development Plan includes opportunities for personalized learning for these individuals.

Parents and community members will have the opportunity to learn about the technology used in DCSD classrooms. In addition, training activities are planned for parents that will allow them to more effectively support their child through access to student information and collaboration with teachers. Many opportunities exist for community members to learn about technology through Adult Education.

## THE RESOURCES

The focus of the DCSD Technology Plan is the learner. To enable that focus to exist, infrastructure, devices, software systems and instructional resources must be robust. A deliberate plan must exist system-wide. This plan ensures fiscal responsibility and allows the maximization of resources. Providing devices for every

student, reviewing & adjusting existing instructional learning systems, reviewing & implementing instructional resources for personalized learning, completing the upgrade to existing wireless infrastructure, upgrading and maintaining existing switch/router infrastructure, migrating away from Novell operating system to Windows Server, upgrading and maintaining voice over IP system, and ensuring access to the tremendous number of resources on the Internet are all.

## THE DATA

Every learner needs and uses data at some level. Systems are provided and maintained for management of financial data, human resources data, and student data. The financial/human resource data system will be upgraded during the 2013-14 school year. This system supports all business functions of the school district. An upgrade to several systems provided by the state for student data management will occur during the 2013-14 and 2014-15 school years.

Because the Darlington County School District is a comprehensive, district-wide plan, it is useful to identify several major components. This is beneficial for planning, discussion, funding and implementation. Major components include:

- ◆ e-Learning Plan: the primary component for instructional technology
- ◆ On-line Learning Systems Plan: the plan for providing on-line learning resources and curriculum
- ◆ e-Rate Plan: the plan for providing resources funded through the Universal Service Fund Program

It is also useful to understand the guiding principles for the Darlington County School District Technology Plan for 2013-18. These principals are carefully woven into each of the plans listed above.

- ◆ Maximize resources while meeting instructional and fiscal needs
- ◆ Special emphasis on application, utilization and instructional integration of components included in the District's Interactive Technology for Every Learner (iTEL) Plan
- ◆ Provide resources, training and support to allow all individuals to reach their potential in the classroom and the workplace

- ◆ Provide resources for information management and access to data needed for effective decision making
- ◆ Provide resources to protect students as they utilize the instructional technology network and Internet
- ◆ Identify and maximize funding sources available

## Learners

### Students

Students currently have access to desktop computers in classrooms, labs and media centers. On some campuses, wireless laptop labs are also available. The district recognizes the need to make the shift to an environment where every student has his or her own device. Interactive Technology for Every Learner (iTEL) is Darlington County School District's 1:1 initiative. We have a specific curriculum along with reinforcement of expectations that address digital citizenship at every grade level, every day.

### Teachers

The district's "Classroom Technology Plan" was a significant step in moving technology into the classrooms. In addition to the resources placed in the classroom (LCD projector, document camera, sound system, voice amplification system and in some classrooms Promethean interactive whiteboards), teachers were given laptop computers. A systematic plan for professional development was also implemented. As professional development is planned, the teacher's administrative and instructional tasks must be considered. A variety of options offered in a variety of formats from which teachers can choose is continuously provided. [Click here](#) for a list of opportunities currently available.

### Administrators

School administrators must be provided a varied toolbox of technology tools and skills. As with teachers, administrative and instructional tasks must be considered. Each year during a week-long administrative in-service, administrators are

## Staff

Non-administrative staff must also be provided technological resources. The plan for providing and maintaining school staff resources was established in 2005 and continues to be implemented. Professional development opportunities are also provided

## Parents

Parents are encouraged to interact with teachers through Parent Portal. Real-time grades, attendance, comments, assignments, scores and much more are available right from the teacher's gradebook to students and parents. Parent portal training sessions are made available to parents. School and district websites also have special links for parents.

## Community

# Resources

## Hardware Resources

In 2005, the Darlington County Board of Education approved the "Classroom Technology Plan". This plan provided the following hardware resources for each school: desktop computer labs, desktop computer for media centers, ceiling-mounted LCD projectors in every classroom, sound systems with microphone for teachers in each classroom, document cameras in all classrooms, Promethean interactive whiteboards in fifty percent (50%) of all district classrooms, laptops for all teachers. Professional development to assist teachers as they began to integrate technology with instruction as well as assistance in using technology for administrative tasks for all teachers was provided. Teachers receiving Promethean boards were required to participate in training. Some schools also elected to spend local funds to complete the installation of Promethean boards in all classrooms.

## Parent and Community Resources

Many resources for parents and community members are provided via the district website

(<http://www.darlington.k12.sc.us>).

## Network Infrastructure

Internet Connectivity is provided via a circuit provided through the State of South Carolina's K-12 Initiative.

Current capacity is 1GB.

Wide Area Network (WAN) Connectivity is provided via leased FCC licensed spectrum circuits. Each school connects to the WAN via 150 MB circuits. The WAN backbone provides for 600 MB circuits to be shared by schools in each location.

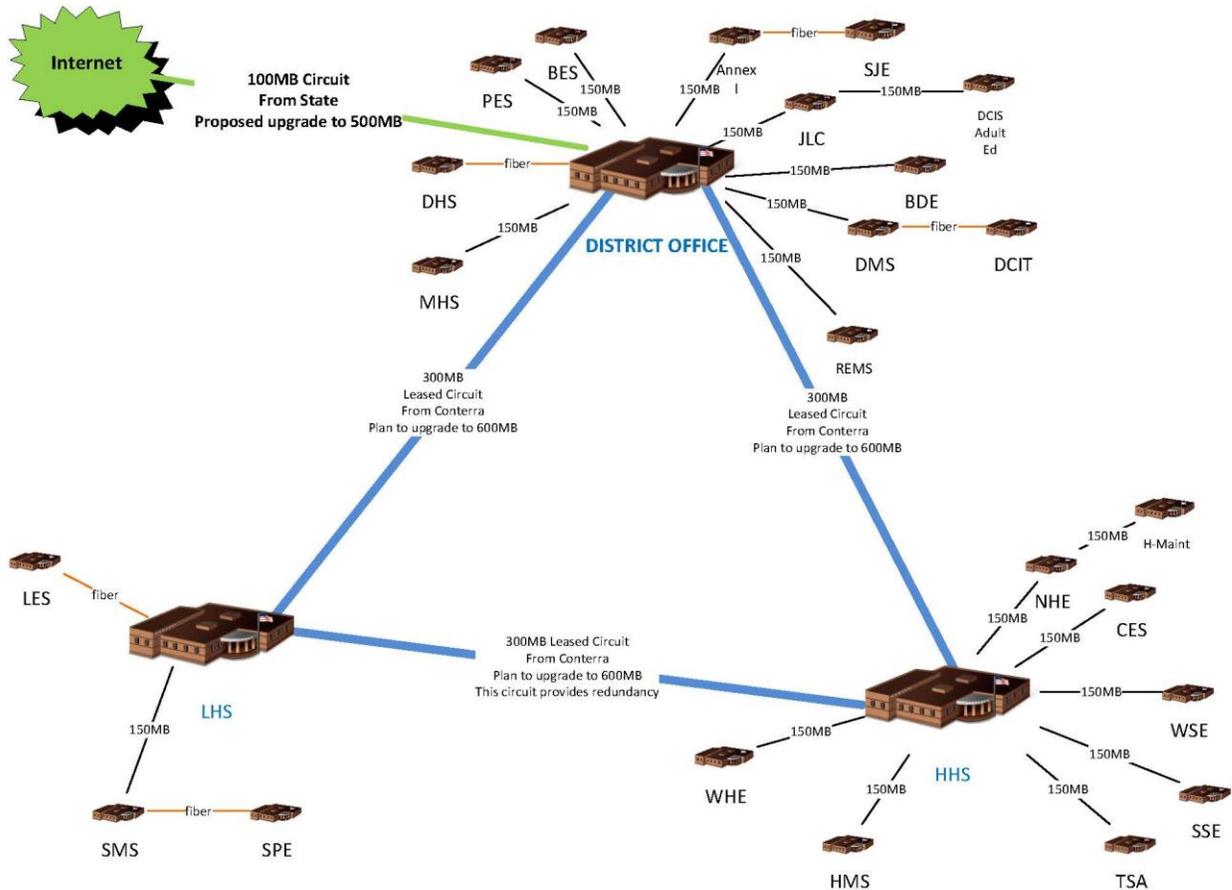


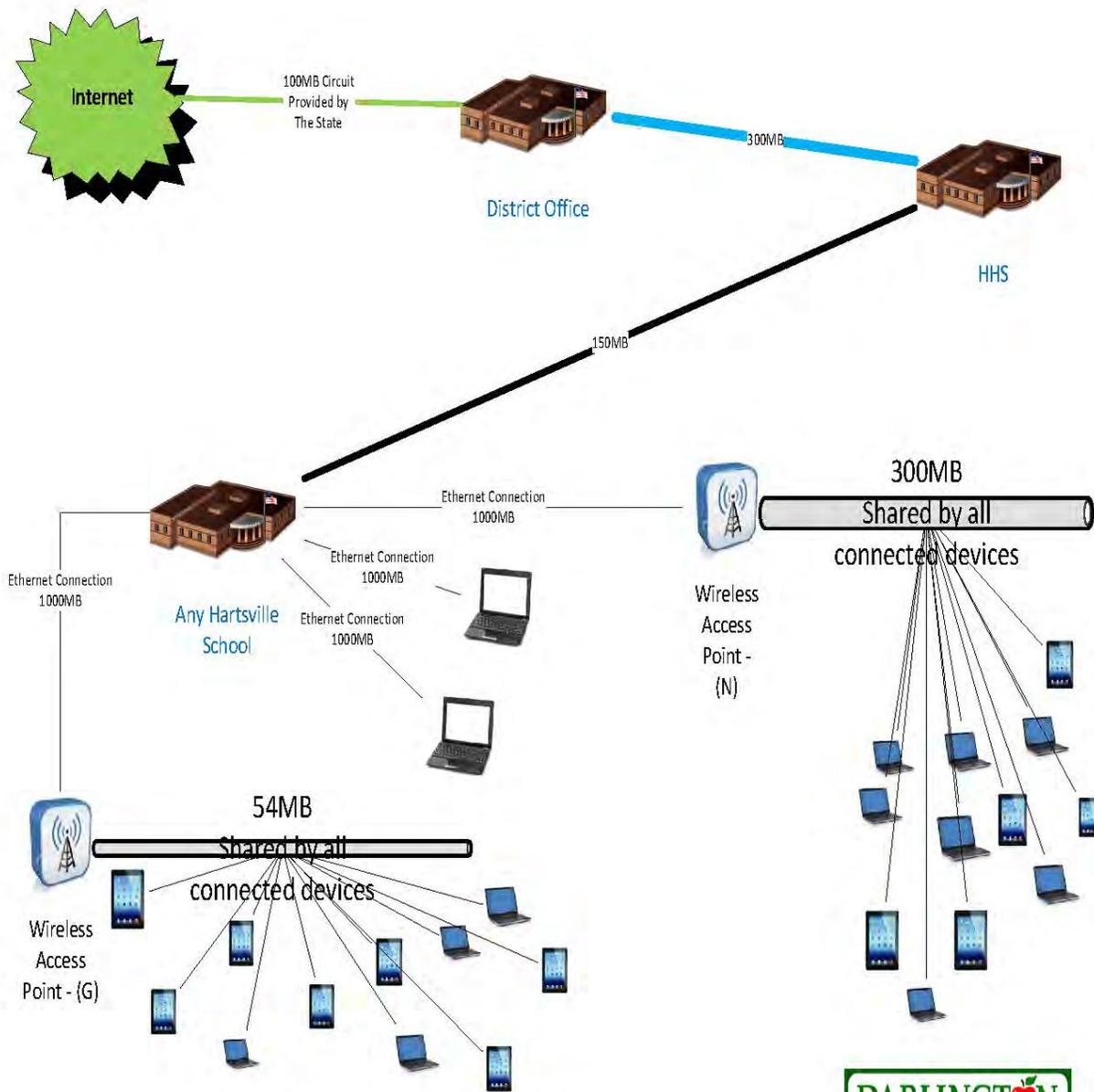
WAN Circuits

Local Area Network (LAN) connectivity is provided for wired and wireless connection.

Connectivity is provided via Cat 5, Cat 5E, Cat 6, wireless and fiber in the local area networks that are provided in every location.

Wireless connectivity has been provided on all district campuses since 2004. Each classroom has an access point. During the 2013-14 school year the wireless infrastructure will be upgraded.





January 30, 2013

Mobile devices are managed through device profiles and Lightspeed Mobile Device Manager.

Voice over IP is used as the primary mode for voice communications. Analog lines are used for fail-over and redundancy. All classrooms and offices have telephones. All teachers and administrative staff have voicemail.

## Classroom Resources

Classroom resources were initially added as part of the “Classroom Technology Plan”. Ceiling-mounted LCD projectors, document cameras, sound systems, and voice amplification systems were installed in every classroom. Interactive whiteboards (Promethean boards) were provided for fifty percent (50%) of the classrooms. Several schools chose to expand the interactive whiteboard project by placing these resources in all classrooms. These resources continue to be supported and maintained as part of the district’s technology plan. All classrooms have telephones.

## Software Resources

Staff is encouraged to continuously research and identify application. To allow effective implementation to occur, the Software Approval Process provides the structure for reviewing compatibility with existing systems, the opportunity to leverage bulk purchasing options and the opportunity to share feedback from previous experience(s) with the resource.

The following integrated learning systems and large-scale applications are used: Compass Learning, SuccessMaker, MAP,

On-line curriculum for middle and high school students is provided through APEX.

Administration

App Approval Process

Apps

## Other Applications

Energy Management

HVAC systems are centrally monitored. This allows control of temperature

### Video Surveillance

Video surveillance systems are deployed in all 23 schools in the District. Existing systems are analog. During the 2013-14 school year, 5 sites will receive additional IP cameras and 9 sites will have new IP surveillance systems installed. The District's safety plan calls for completion of video surveillance systems during the 2014 school year. A detailed outline by school can be found in Appendix C.

### Internet Safety

The safety of our students and staff on the Internet is paramount. The [Children's Internet Protection Act \(CIPA\)](#) provides the parameters within which the District operates. All resources that access the Internet must pass through the Internet filter discussed in detail in the Network Infrastructure section of this plan.

### Digital Citizenship

Digital citizenship can be defined as the norms of appropriate, responsible behavior with regard to technology use.<sup>2</sup> There are numerous opportunities to help students develop their level of understanding of responsible behavior in a digital environment. Digitalcitizenship.net offers the following structure for teaching students these concepts.

**1. Digital Access:** full electronic participation in society.

Technology users need to be aware that not everyone has the same opportunities when it comes to technology. Working toward equal digital rights and supporting electronic access is the starting point of

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<sup>2</sup> [http://digitalcitizenship.net/Nine\\_Elements.html](http://digitalcitizenship.net/Nine_Elements.html)

Digital Citizenship. Digital exclusion makes it difficult to grow as a society increasingly using these tools. Helping to provide and expand access to technology should be goal of all digital citizens. Users need to keep in mind that there are some that may have limited access, so other resources may need to be provided. To become productive citizens, we need to be committed to make sure that no one is denied digital access.

**2. Digital Commerce:** electronic buying and selling of goods.

Technology users need to understand that a large share of market economy is being done electronically. Legitimate and legal exchanges are occurring, but the buyer or seller needs to be aware of the issues associated with it. The mainstream availability of Internet purchases of toys, clothing, cars, food, etc. has become commonplace to many users. At the same time, an equal amount of goods and services, which are in conflict with the laws, or morals of some countries are surfacing (which might include activities such as illegal downloading, pornography, and gambling). Users need to learn about how to be effective consumers in a new digital economy.

**3. Digital Communication: electronic** exchange of information.

One of the significant changes within the digital revolution is a person's ability to communicate with other people. In the 19th century, forms of communication were limited. In the 21st century, communication options have exploded to offer a wide variety of choices (e.g., e-mail, cellular phones, instant messaging). The expanding digital communication options have changed everything because people are able to keep in constant communication with anyone else. Now everyone has the opportunity to communicate and collaborate with anyone from anywhere and anytime. Unfortunately, many users have not been taught how to make appropriate decisions when faced with so many different digital communication options.

**4. Digital Literacy:** process of teaching and learning about technology and the use of technology.

While schools have made great progress in the area of technology infusion, much remains to be done. A renewed focus must be made on what technologies must be taught as well as how it should be used. New technologies are finding their way into the work place that are not being used in schools (e.g., Videoconferencing, online sharing spaces such as wikis). In addition, workers in many different occupations need immediate information (just-in-time information). This process requires sophisticated searching and processing skills (i.e., information literacy). Learners must be taught how to learn in a digital society. In other words, learners must be taught to learn anything, anytime, anywhere. Business, military, and medicine are excellent examples of how technology is being used differently in the 21st century. As new technologies emerge, learners need to learn how to use that technology quickly and appropriately. Digital Citizenship involves educating people in a new way— these individuals need a high degree of information literacy skills.

**5. Digital Etiquette:** electronic standards of conduct or procedure.

Technology users often see this area as one of the most pressing problems when dealing with Digital Citizenship. We recognize inappropriate behavior when we see it, but before people use technology they do not learn digital etiquette (i.e., appropriate conduct). Many people feel uncomfortable talking to others about their digital etiquette. Often rules and regulations are created or the technology is simply banned to stop inappropriate use. It is not enough to create rules and policy, we must teach everyone to become responsible digital citizens in this new society.

**6. Digital Law:** electronic responsibility for actions and deeds

Digital law deals with the ethics of technology within a society. Unethical use manifests itself in form of theft and/or crime. Ethical use manifests itself in the form of abiding by the laws of society. Users need to understand that stealing or causing damage to other people's work, identity, or property online is a crime. There are certain rules of society that users need to be aware in an ethical society. These laws apply to anyone who works or plays online. Hacking into others information, downloading illegal music, plagiarizing, creating destructive worms, viruses or creating Trojan Horses, sending spam, or stealing anyone's identify or property is unethical.

**7. Digital Rights & Responsibilities:** those freedoms extended to everyone in a digital world.

Just as in the American Constitution where there is a Bill of Rights, there is a basic set of rights extended to every digital citizen. Digital citizens have the right to privacy, free speech, etc. Basic digital rights must be addressed, discussed, and understood in the digital world. With these rights also come responsibilities as well. Users must help define how the technology is to be used in an appropriate manner. In a digital society these two areas must work together for everyone to be productive.

**8. Digital Health & Wellness:** physical and psychological well-being in a digital technology world.

Eye safety, repetitive stress syndrome, and sound ergonomic practices are issues that need to be addressed in a new technological world. Beyond the physical issues are those of the psychological issues that are becoming more prevalent such as Internet addiction. Users need to be taught that there inherent dangers of technology. Digital Citizenship includes a culture where technology users are taught how to protect themselves through education and training.

**9. Digital Security (self-protection):** electronic precautions to guarantee safety.

In any society, there are individuals who steal, deface, or disrupt other people. The same is true for the digital community. It is not enough to trust other members in the community for our own safety. In our own homes, we put locks on our doors and fire alarms in our houses to provide some level of protection. The same must be true for the digital security. We need to have virus protection, backups of data, and surge control of our equipment. As responsible citizens, we must protect our information from outside forces that might cause disruption or harm.

**Respect, Educate and Protect (REPs)**

The concept of REPs is a way to explain as well as teach the themes of digital citizenship. Each area encompasses three topics, which should be taught beginning at the kindergarten level. When teaching these ideas the top theme from each group would be taught as one REP. For example the first REP would be: Etiquette, Communication and Rights/Responsibilities. This would continue through REPs two and three. By

doing this all students will have covered the topics and everyone would understand the basic ideas of digital citizenship.

**Respect Yourself/Respect Others**

- Etiquette
- Access
- Law

**Educate Yourself/Connect with Others**

- Communication
- Literacy
- Commerce

**Protect Your Self/Protect Others**

- Rights and Responsibility
- Safety (Security)
- Health and Welfare<sup>3</sup>

Another resource heavily used in the District to educate responsible digital citizens is Common Sense Media

(<http://www.commonsensemedia.org>).

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<sup>3</sup> [http://digitalcitizenship.net/Nine\\_Elements.html](http://digitalcitizenship.net/Nine_Elements.html)

## **e-LEARNING PLAN – Technology for Classrooms!**

### EXECUTIVE SUMMARY

#### GOAL:

The goal of the e-Learning Technology Plan is to empower students and teachers by placing technology and appropriate resources in the hands of every learner.

#### *We believe:*

- Technology touches almost every part of our lives.
- Technology in the hands of every student can serve as an equalizer, providing all students with access to information and tools that empower them as learners.
- Technology in the hands of every student can increase student engagement and thus student performance, satisfaction and interest in school.
- Technology in the hands of every student can change the way teachers teach, offering educators effective ways to reach different types of learners and assess student understanding through multiple means.
- Technology in the hands of every student can better equip the workers of tomorrow to investigate and solve real-world challenges similar to those to be experienced in the workplace.
- Technology in the hands of every student is one of the largest paradigm shifts in teaching and learning to be experienced by today's educators.
- Effective implementation of a plan to place technology in the hands of every student requires careful planning with a large emphasis on professional development for teachers as they begin their journey down the road to personalized learning in a 1:1 environment.
- Technology infrastructure must be designed and implemented in a manner to allow the seamless implementation of e-Learning in the Darlington County School District classrooms.

## Strategies:

A pilot project will be conducted to validate and further define these strategies.

1. Provide leadership and support for teachers to implement personalized learning in a 1:1 environment
2. Provide professional resources for teachers to implement personalized learning in a 1:1 environment
3. Establish technology competency standards and expectations for staff
4. Provide resources for students to implement personalized learning in a 1:1 environment
5. Establish technology competency standards and expectations for students
6. Provide technical infrastructure to support wireless mobile devices for 1:1 implementation
7. Communicate plan to schools and community

## APPENDIX: Syllabus - Inquiring Minds Want to Know

### SYLLABUS: Inquiring Minds Want to Know

**Course Title:** Inquiring Minds Want to Know, Transforming the Classroom with Personalized Learning

**Course Instructor(s)**

- Linda Moya-Mendez, (H) 843-662-7367, (W) 843-398-2237, [lindam3@darlington.k12.sc.us](mailto:lindam3@darlington.k12.sc.us), 3825 Sandy Lane, Florence, SC
- Rhett Hughes, (H) 843-661-2562, (W) 843-398-5140, [rhetth@darlington.k12.sc.us](mailto:rhetth@darlington.k12.sc.us), 1036 Oak Bend Lane, Florence, SC
- Carla Jefferson, (H) 843-676-0338, (W) 843-326-7625, [carlaj1@darlington.k12.sc.us](mailto:carlaj1@darlington.k12.sc.us), 451 Chippenham Lane, Florence, SC
- Suzie Goodwin, (H) 843-774-1613, (W) 843-398-5095 [suzieg@darlington.k12.sc.us](mailto:suzieg@darlington.k12.sc.us), 1311 E. Cleveland St., Dillon, SC

**Course Dates, Time, Location**

**Dates:** June 10, 11, 12, 13, 17, 18, 19, 20

**Time:** 8:00 Am – 2:30 PM

**Location:** Darlington High School or Darlington County Institute of Technology

**Attendance Policy**

- No absences are allowed, except in case of emergencies
- If a student is absent more than 15% of the total number of class meetings, the course instructor has the right to withdraw the student from the course.
- Instructors may choose to allow students to make up class time to avoid being withdrawn from the course; however, this is solely the discretion of the course instructor. Class make up time must be scheduled with the instructor ahead of time, at his or her convenience, and must be supervised by the instructor.

**Tardy Policy**

- Students are expected to be in class at the beginning of the stated class time.
- Excessive tardiness may result in a student's being dropped from a class by the instructor.

**Required Textbooks or Other Required Course Materials**

- All Teachers - *Comprehension and Collaboration*, by Stephanie Harvey and Harvey Daniels
- Elementary Teachers - *PBL in the Elementary Grade*, by Buck Institute for Education
- Middle and High School Teachers - PBL Starter Kit: To-the-Point Advice, Tools and Tips for Your First Project in Middle or High School, by Buck Institute for Education

**Goal of the Graduate Course**

Upon completion of this course, teachers will be able to effectively utilize a mobile device to incorporate multiple forms of media in a personalized learning environment.

**Course Objectives**

1. Develop an understanding of personalized learning
2. Align personalized learning with your standards
3. To develop an awareness of how individual needs (differentiated instruction, 504, IEP, ESOL, etc.) fit in with personalized learning
4. Develop positive classroom management techniques for the 21st century classroom
5. Choosing appropriate apps for your subject area(s)
6. To empower the learner and help encourage independent learning habits
7. Encourage self evaluation by pupils of their own needs and participation in negotiating personal learning targets

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**Major Assignments**

- Each week - Find an app and write a brief explanation of how you would use this in your classroom. Then respond to 2 classmates' apps via My Big Campus' discussion section for this course.

- Book Study - Weekly discussion of assigned reading. Chapters for each day are to be read prior to that class meeting.
  - App Bank - We need a bank that people can contribute to, that is searchable by grade, subject, rating, etc.
  - Final Project – Create/present a personalized learning lesson incorporating 1:1 deployment of an iDevice. This needs to be done in bundles by grade level / subject area. Put this in the resources for the grade level with folders (like 3rd grade ELA folder, 3rd grade social studies folder, etc.)
- 

### Grading

Grade Categories and their percentage of total course grade (look at manual for other specific information)

The following grades may be earned in accordance with Francis Marion University's Graduate grading scale: A, B+, B, C+, C, F, W (Withdrawal) or IN (Incomplete).

Grades will be calculated based on the following:

Participation 20%

Scenario Response 10%

Mini Lessons 40%

Final Project 30%

### Grade Reports

Beginning with the Fall 2000 semester, Francis Marion University grade reports were made available on line. Near the end of the course, your instructor will provide you with a printed copy of the directions for accessing your grades on line or your instructor will e-mail the directions to you. If you do not have access to the Internet/World Wide Web, please visit the Francis Marion University Office of the Registrar on campus (Stokes Administration Building, Room 118) to sign a grade request form and a printed grade report will be mailed to you.

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### Course and Instructor Evaluations

Every semester students are provided the opportunity to evaluate each course and its instructor so that educational quality may be maintained and enhanced. All students are encouraged to respond to the evaluation with honesty, sincerity, and a sense of confidentiality.

The evaluation is administered during class time with the instructor leaving the room while a designated student hands out and then collects the forms. This student also delivers the sealed envelope containing the completed forms to the district office or the contracting agency office for mailing to Francis Marion University. These evaluations are completely anonymous and faculty does not receive any feedback until grades have been turned in to the Registrar.

Upon noting that these procedures of evaluation have not been followed, a student may contact the Office of the Provost at (843) 661-1286 in order to confidentially inform the administration of such failure to follow procedures.

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## Course Overview

Prior to the first class

Read chapters 1 – 2 from of Comprehension and Collaboration, by Stephanie Harvey and Harvey Daniels

Complete an iPad Tutorial (link provided via email to participants)

Download the following recommended “must have” apps

- Kindle
- DropBox
- My Big Campus
- Any free QR reader
- Class Dojo
- Google Drive
- PowerTeacher
- Evernote
- Flipboard

## Class 1

## Part 1

- Welcome
- Go over syllabus
- Survey of technology skills
- Overview of MBC
- Form Inquiry Circles

## Part 2

- Discuss chapters 1-2 of Comprehension and Collaboration, by Stephanie Harvey and Harvey Daniels.

## Part 3

- Curriculum and Instruction’s presentation on Common Core and Personalized Learning
- iPad overview

**Homework:** Read chapters 3-4

## Class 2

## Part 1

- Inquiry circles on Chapter 3

## Part 2

- Inquiry circles on Chapter 4

## Part 3

- Find an app that promotes personalized learning. Post it to the discussion in My Big Campus (MBC). Share it with the group.

**Homework:** Read and Respond Activity (Video/Respond in MBC discussion) /Read chapters 5-6

## Class 3

## Part 1

- Discussion response (respond to 2 colleagues “Read and Respond”

## Part 2

- Inquiry circles on Chapters 5-6

## Part 3

- Internet research using the iPad (reference chapter 6 of text)

**Homework:** Read chapter 7

## Class 4

## Part 1

- Inquiry circles on study guide, question 3

## Part 2

- Question 4 from the study guide. Inquiry circle presentations/discussion

## Part 3

- Find an app that promotes personalized learning. Post it to the discussion in My Big Campus (MBC). Share it with the group

**Homework:** Read chapters 8-9

## Class 5

## Part 1

- Discussion of Chapters 8-9 in inquiry circles

## Part 2

- In inquiry circles, create a mini-inquiry lesson (must have an iPad component)

## Part 3

- In inquiry circles, create a curricular inquiry (must have an iPad component)

**Homework:** Read chapters 10-11

## Class 6

## Part 1

- In inquiry circles, discuss chapters 10-11 of *Comprehension and Collaboration*, by Stephanie Harvey and Harvey Daniels.

## Part 2

- In inquiry circles, create a literature circle inquiry lesson (must have an iPad component)

## Part 3

- In inquiry circles, create an open inquiry lesson (must have an iPad component)

**Homework:** Read chapters 12-13

## Class 7

## Part 1

- In inquiry circles, discuss chapter 12-13 of *Comprehension and Collaboration*, by Stephanie Harvey and Harvey Daniels.

## Part 2-3

- Work on Final Project

## Class 8

- Present final projects
- Course evaluation



e-Learning Pilot Project Commitment

The goal of the DCSD e-Learning Plan is to empower students and teachers by placing technology and appropriate resources in the hands of every learner.

The purpose of the e-Learning Pilot Project is to establish the framework within which a potential 1:1 deployment of mobile, personal computing devices can occur. The focus of the pilot is teaching and learning in a classroom where personalized learning is emphasized. Classroom teachers participating in the project will be expected to participate in a graduate-level course, participate in data collection processes identified throughout the project, and provide feedback for future implementation. Participating teachers will receive graduate credit at no charge, all course materials, and a district-issued iPad. Each student in participating teacher’s classroom will have an iPad.

By signing below, I, \_\_\_\_\_ agree to fully participate in the pilot project.

(PRINT NAME)

Full participation includes:

- Attendance at all class sessions  
(Dates for course: June 10, 11, 12, 13, 17, 18, 19, 20)  
(Time: 8:00a.m. – 2:30p.m.)
- Data collection about the project
- Participation in professional development and dialogue throughout the course of the pilot project
- Providing feedback about future implementations

\_\_\_\_\_

(Signature)

\_\_\_\_\_

(Date)

Endorsed by:

\_\_\_\_\_

(Principal’s Signature)

\_\_\_\_\_

(Date)

## APPENDIX:           Leading the Paradigm Shift to Personalized Learning

### SYLLABUS: Leading the Paradigm Shift to Personalize Learning

**Course Title:** Leading the Paradigm Shift to Personalized Learning

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**Course Instructor**

- Diane B. Sigmon, M.Ed., (C) 843-393-8700, (W) 843-398-2232, [dianes@darlington.k12.sc.us](mailto:dianes@darlington.k12.sc.us), 120 Smith Ave, Darlington, SC
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**Course Dates, Time, Location**

**Dates:** June 10, 11, 12, 13; July 16; August 7, 8, 9

**Time:** 8:00 Am – 11:00 AM, 11:45 AM – 2:30 PM

**Location:** Darlington County Institute of Technology; Darlington County School District Offices (120 E. Smith Ave, Darlington, SC)

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**Attendance Policy**

- No absences are allowed, except in case of emergencies
- If a student is absent more than 15% of the total number of class meetings, the course instructor has the right to withdraw the student from the course.
- Instructors may choose to allow students to make up class time to avoid being withdrawn from the course; however, this is solely the discretion of the course instructor. Class make up time must be scheduled with the instructor ahead of time, at his or her convenience, and must be supervised by the instructor.

**Tardy Policy**

- Students are expected to be in class at the beginning of the stated class time.
  - Excessive tardiness may result in a student's being dropped from a class by the instructor.
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**Required Textbooks or Other Required Course Materials**

- *Comprehension and Collaboration*, by Stephanie Harvey and Harvey Daniels, Kindle Edition

**Supplemental Texts**

- Elementary Principals - *PBL in the Elementary Grade*, by Buck Institute for Education
  - Middle and High School Principals - PBL Starter Kit: To-the-Point Advice, Tools and Tips for Your First Project in Middle or High School, by Buck Institute for Education
  - Common Core Standards
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### Goal of the Graduate Course

Upon completion of this course, school administrators will be able to lead teachers through the paradigm shift that includes effective utilization of mobile devices in a personalized learning environment.

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### Course Objectives

8. Develop an understanding of personalized learning
  9. Develop an understanding of key concepts from the text
    - a) Inquiry
    - b) Gradual Release of Responsibility
    - c) Mini-Inquiry
    - d) Curricular Inquiry
    - e) Literature Inquiry
    - f) Open Inquiry
  10. Develop an awareness of how individual needs (differentiated instruction, 504, IEP, ESOL, etc.) fit in with personalized learning
  11. Develop a functional level of expertise with mobile computing device (iPad)
  12. Develop a specific plan for communication with parents that will foster a common understanding and appropriate level of expectations for learning and personal management among parents, teachers and students
  13. Develop a specific plan for leading students and teachers down a path to responsible digital citizenship
  14. Develop a specific plan for logistical management of devices
  15. Develop a specific plan for logistical management of apps to include review, purchase and installation
  16. Collaborate with peer administrators as leaders in schools where the paradigm shift toward 1:1, personalized learning is occurring
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### Course Overview

Administrators participating in this course will be supervising teachers who are participating in a 1:1 mobile computing device pilot program. Administrators will develop an understanding of teaching and learning in a classroom that is focused on personalized learning that will allow them to support and guide teachers through this paradigm shift. Administrators will be trained in basic operation of iOS devices, and productivity tools including Pages , Keynote  and Numbers . Additional apps will be used during the course for taking notes (Evernote ,), sharing files (Box ,), accessing online course management site (My Big Campus ,), accessing resources (iTunesU ,), read their text (Kindle ) and easily accessing websites (QR Reader ,). Leaders of schools where the paradigm shift to personalized learning is occurring must plan carefully and evaluate fully. In that light, administrators participating in this course will develop the assessment instrument to be used for pilot program teacher observation using Classroom Mosaic. Administrators will develop a specific plan for communication with parents that will foster a common understanding and appropriate level of expectations among parents, teachers and students. Administrators will develop a specific plan for leading students and teachers down a path to good digital citizenship. Administrators will develop a specific plan for logistical management of devices at the school level. Administrators will develop a specific school plan for logistical management of apps to include review, purchase in and installation.

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## Major Assignments

- **Teacher Observation Instrument** – The instrument to be used when observing teachers participating in the pilot project will be developed. The purpose of the instrument is to provide feedback to and communication from teachers. The system used for recording the observation (Classroom Mosaic) will be used to facilitate communication and to collect data to allow effective evaluation of the pilot project to occur. Course participants will collaborate to determine a standard criterion set of items to be used in all schools. Administrators will have the option to add additional items to be reviewed at the school level. Administrators will learn to use Classroom Mosaic to add observation instrument(s), manage teacher data, record and communicate observation info with teachers, review and analyze data from observations.
- **Pilot Project Evaluation Plan** – The evaluation plan for the personalized learning project must be developed. In addition to measures based on test scores, affective data will be collected and analyzed.
- **Goals for Teachers** – The administrator will work with every teacher from their school who are participating in the project to establish measurable goals for which data will be collected at a minimum of quarterly intervals throughout the pilot project.
- **Parent Communication Plan** – The Parent Communication Plan shall include the following components: Collection of resources to include digital citizenship awareness, written description of the pilot project and associated student expectations; Acceptable Use Policy (AUP) Review; Schedule for at least two parent meetings with draft agendas.
- **Digital Citizenship Plan** – Administrators will collaborate and use Common Sense Media resources to develop a specific digital citizenship curriculum. The Digital Citizenship Plan will include the curriculum, the strategy for educating teachers, the strategy for educating students and the strategy for educating parents.
- **Logistical Device Management Plan** – The Logistical Device Management Plan shall include the following components: Inventory Control, Method for Issuing Equipment for Teachers and Students, Communication of Expectations to Students and Parents, Expectations for Teachers when Devices Remain in the Classroom
- **App Management Plan** – The App Management Plan shall include the following components: Personal vs. School/District iTunes accounts Expectations; Process for Teachers to Find Apps for Instructional Use; School-level Work-flow to Add Apps; Volume Purchase Program Expectations; Technology Department Staff role in App Management

## Grading

Grade Categories and their percentage of total course grade (look at manual for other specific information)

The following grades may be earned in accordance with Francis Marion University's Graduate grading scale: A, B+, B, C+, C, F, W (Withdrawal) or IN (Incomplete).

Grades will be calculated based on the following:

- **Teacher Observation Instrument – 30%**
- **Pilot Project Evaluation Plan – 20%**
- **Goals for Teachers – 20%**
- **Parent Communication Plan – 10%**
- **Digital Citizenship Plan – 10%**
- **Logistical Device Management Plan – 5%**
- **App Management Plan – 5%**

### Grade Reports

Beginning with the Fall 2000 semester, Francis Marion University grade reports were made available on line. Near the end of the course, your instructor will provide you with a printed copy of the directions for accessing your grades on line or your instructor will e-mail the directions to you. If you do not have access to the Internet/World Wide Web, please visit the Francis Marion University Office of the Registrar on campus (Stokes Administration Building, Room 118) to sign a grade request form and a printed grade report will be mailed to you.

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### Course and Instructor Evaluations

Every semester students are provided the opportunity to evaluate each course and its instructor so that educational quality may be maintained and enhanced. All students are encouraged to respond to the evaluation with honesty, sincerity, and a sense of confidentiality.

The evaluation is administered during class time with the instructor leaving the room while a designated student hands out and then collects the forms. This student also delivers the sealed envelope containing the completed forms to the district office or the contracting agency office for mailing to Francis Marion University. These evaluations are completely anonymous and faculty does not receive any feedback until grades have been turned in to the Registrar.

Upon noting that these procedures of evaluation have not been followed, a student may contact the Office of the Provost at (843) 661-1286 in order to confidentially inform the administration of such failure to follow procedures.

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### Course Overview

Prior to the first class students will

Read chapters 1 – 7 from of *Comprehension and Collaboration*, by Stephanie Harvey and Harvey Daniels and participate in online discussions found in My Big Campus.

Download and Install the following apps on their iPad:



### Classes 1 & 2

Administrators will learn how to use iPad for administrative tasks and as tools for daily school operations and management. They discover iPad features and functions, explore relevant apps, and practice using them for their own purposes in the areas of communication, collaboration and planning, presentation, and observation.

Learning outcomes for this session include:

- Use native apps, other apps, and accessibility features of iPad
- Identify how to use iPad to improve the performance of administrative tasks such as communication, collaboration and planning, presentation, and accountability for teachers and students
- Discover how to customize iPad, apps, and iTunes U for personal productivity
- Develop a functional skill level with core productivity apps:  
Pages , Keynote  and Numbers .
- Develop a work project using iPad

### Class 3

- Elementary Principals will develop deeper understanding of personalized learning in a classroom with 1:1 tools. These apps will be used to model the personalized learning classroom experience:  
Pic Collage , Explain Everything , iMovie , Book Creator for iPad , Doodle Buddy ,  
Multitouch Whiteboard 
- Middle and High School Principals will gain a deeper understanding of inquiry circles and of classrooms where personalized learning is occurring. In depth discussions and modeling of concepts presented in the *Comprehension and Collaboration* text will occur.

### Class 4

The goal of today's activities will be the development of knowledge and skills in the use of three (3) tools with significant roles in teaching and learning in the 1:1 classroom – My Big Campus, Teacher Toolbox, Classroom Mosaic.

- My Big Campus is a learning management tool. Teachers and students will use it in much the same way as systems such as BlackBoard are used. Administrators will establish a working knowledge of the system to allow effective monitoring and feedback to teachers.
- Teacher Toolbox is a web-based system that includes three resources: asset management, benchmark assessments and tools for use as Common Core Curriculum is implemented. Administrators will establish a working knowledge of the system to allow effective organization of instructional assets or resources, to implement benchmark testing and to evaluate data gathered through the assessments.
- Classroom Mosaic is a tool for recording teacher observations, sharing feedback with teachers and allowing teachers to respond electronically to the observation. During this class, administrators will develop a working knowledge of the system in preparation to develop observation tools and fully utilize with teachers when school starts.

Homework:

- Meet with each teacher from your school to develop measurable goals for his/her classroom. Bring School Improvement Plan to class.

### Class 5

Pilot Program Evaluation Plan – Using individual teacher plans and School Improvement Plans, administrators will collaborate to establish criterion upon which the pilot program will be evaluated. Test score measures and affective impacts should be included in the evaluation.

## Homework:

Research observation tools for teachers in 1:1 classrooms. Develop a draft observation instrument. Submit the draft to the instructor two days before class for addition to iTunesU collection.

## Class 6

- Administrators will use iTunesU to retrieve and review instruments developed by their peers. They will then collaborate to develop a single instrument for observation of pilot program teachers.
- The administrator will complete setup of Classroom Mosaic for his/her school. Setup includes: upload of observation instrument and data entry of all teachers.
- Working in pairs, administrators will conduct a sample observation using iPads to record the observation, send to the teacher through a follow-up response from teacher.
- The culminating activity will be a review of the data.

## Class 7

- Technology department staff will provide an overview of logistical requirements and consideration for managing devices and apps.
- Administrators will work with assigned Technology Department staff to articulate and document the school level plan for managing devices. Plans should include personnel that will be involved in the workflow.
- Administrators will work with assigned Technology Department staff to articulate and document the school level plan for managing apps. Plans should include personnel that will be involved in the workflow.

## Homework:

- Research parental communication tools developed by other schools and districts where 1:1 initiatives have been implemented.
- Study Draft Digital Citizenship Curriculum posted in DCSD iTunesU collection.

## Class 8

- Administrators will collaborate to establish comprehensive communication plans and tools that will foster a common understanding and appropriate level of expectations among parents, teachers and students.
- Administrators will collaborate to finalize the draft of Digital Citizenship Curriculum to be used throughout the district.



### e-Learning Pilot Project Commitment

The goal of the DCSD e-Learning Plan is to empower students and teachers by placing technology and appropriate resources in the hands of every learner.

The purpose of the e-Learning Pilot Project is to establish the framework within which a potential 1:1 deployment of mobile, personal computing devices can occur. The focus of the pilot is teaching and learning in a classroom where personalized learning is emphasized. Classroom teachers participating in the project will be expected to participate in a graduate-level course, participate in data collection processes identified throughout the project, and provide feedback for future implementation. Participating teachers will receive graduate credit at no charge, all course materials, and a district-issued iPad. Each student in participating teacher's classroom will have an iPad. Because school leadership is a critical factor in insuring the project's success, the Principal of each school participating is required to participate in a graduate class that will more clearly define and support the role of school leadership in a 1:1 environment.

By signing below, I, \_\_\_\_\_ agree to fully participate in the pilot project.

(PRINT NAME)

Full participation includes:

- Attendance at all class sessions  
(Dates for course: June 10, 11, 12, 13)  
(Time: 8:00a.m. – 2:30p.m.)
- Data collection about the project
- Participation in professional development and dialogue throughout the course of the pilot project
- Providing feedback about future implementations

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(Principal's Signature)

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(Date)

## APPENDIX: e-LEARNING PLAN

STRATEGY 1: Provide leadership and support for teachers to implement personalized learning in a 1:1 environment								
Action Item	Year 1 Implementation	Year 2 Implementation	Year 3 Implementation	Responsible Staff	Target Audience	Cost	Funding Source	Evaluation
1-1. Provide Personalized Learning and 1:1 implementation <u>professional development for school administrators</u>				<ul style="list-style-type: none"> <li>◇ Technology Dept.</li> <li>◇ e-Learning Committee</li> </ul>	<ul style="list-style-type: none"> <li>◇ Principals</li> <li>◇ Asst. Principals</li> <li>◇ Appropriate District Staff</li> </ul>			
1-2. Employ / Assign 18 certified staff member as <u>school-based Instr Tech Specialists</u>				<ul style="list-style-type: none"> <li>◇ Superintendent</li> <li>◇ Principals</li> </ul>				
1-3. Provide Personalized Learning and 1:1 implementation professional development for school based leaders & trainers				<ul style="list-style-type: none"> <li>◇ Technology Dept.</li> <li>◇ e-Learning Committee</li> </ul>	<ul style="list-style-type: none"> <li>◇ Coordinating Teachers</li> <li>◇ Media Specialists</li> <li>◇ Instructional Tech Specialists</li> <li>◇ Wizards</li> </ul>			
1-4. Provide Personalized Learning <u>graduate course</u> for certified staff				<ul style="list-style-type: none"> <li>◇ Technology Dept.</li> <li>◇ e-Learning Committee</li> </ul>	<ul style="list-style-type: none"> <li>◇ Teachers</li> </ul>			
1-5. Provide <u>monthly professional development</u> for personalized learning and 1:1 implementation				<ul style="list-style-type: none"> <li>◇ Technology Dept.</li> <li>◇ e-Learning Committee</li> <li>◇ Instructional Tech Specialists</li> </ul>	<ul style="list-style-type: none"> <li>◇ Teachers</li> </ul>			

STRATEGY 1: Provide leadership and support for teachers to implement personalized learning in a 1:1 environment								
Action Item	Year 1 Implementation	Year 2 Implementation	Year 3 Implementation	Responsible Staff	Target Audience	Cost	Funding Source	Evaluation
1-6. Provide professional development for Technology Dept. staff				<ul style="list-style-type: none"> <li>◇ Dir of Technology</li> <li>◇ Inst Tech Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>◇ Technology Dept.</li> </ul>			

STRATEGY 2: Provide professional resources for teachers to implement personalized learning in a 1:1 environment								
Action Item	Year 1 Implementation	Year 2 Implementation	Year 3 Implementation	Responsible Staff	Target Audience	Cost	Funding Source	Evaluation
2-1. Provide mobile computing device and appropriate accessories for all teachers and school administrators				<ul style="list-style-type: none"> <li>◇ Technology Dept.</li> </ul>	<ul style="list-style-type: none"> <li>◇ School Administrators</li> <li>◇ Teachers</li> </ul>			
2-2. Provide basic operation of mobile computing device <u>training for trainers</u>				<ul style="list-style-type: none"> <li>◇ Technology Dept.</li> <li>◇ e-Learning Committee</li> </ul>	<ul style="list-style-type: none"> <li>◇ Instr Tech Specialists</li> <li>◇ Wizards</li> </ul>			
2-3. Provide basic operation of mobile computing device <u>training for all teachers and school administrators</u>				<ul style="list-style-type: none"> <li>◇ Instr Tech Specialists</li> <li>◇ Wizards</li> </ul>	<ul style="list-style-type: none"> <li>◇ School Administrators</li> <li>◇ Teachers</li> </ul>			
2-4. Establish, Support and Monitor <u>Professional Learning Communities</u> for personalized learning and 1:1 implementation				<ul style="list-style-type: none"> <li>◇ Technology Dept.</li> <li>◇ e-Learning Committee</li> <li>◇ Principals</li> <li>◇ Inst Tech Specialists</li> </ul>	<ul style="list-style-type: none"> <li>◇ Teachers</li> </ul>			

STRATEGY 2: Provide professional resources for teachers to implement personalized learning in a 1:1 environment								
Action Item	Year 1 Implementation	Year 2 Implementation	Year 3 Implementation	Responsible Staff	Target Audience	Cost	Funding Source	Evaluation
2-5. Provide My Big Campus training				<ul style="list-style-type: none"> <li>◇ Technology Dept.</li> <li>◇ Instr Tech Specialists</li> </ul>	<ul style="list-style-type: none"> <li>◇ Principals</li> <li>◇ Asst. Principals</li> <li>◇ Coordinating Teachers</li> <li>◇ Media Specialists</li> <li>◇ Teachers</li> <li>◇ Students</li> </ul>			
2-6. Provide and support the structure for managing apps				<ul style="list-style-type: none"> <li>◇ Technology Dept.</li> <li>◇ e-Learning Committee</li> <li>◇ Instructional Tech Specialists</li> </ul>	<ul style="list-style-type: none"> <li>◇ Teachers</li> <li>◇ Students</li> </ul>			
2-7. Provide and support the structure for managing electronic books				<ul style="list-style-type: none"> <li>◇ Technology Dept.</li> <li>◇ e-Learning Sub-committee</li> </ul>	<ul style="list-style-type: none"> <li>◇ Media Specialists</li> <li>◇ Teachers</li> <li>◇ Students</li> </ul>			
2-8. Provide and support the structure for managing electronic textbooks				<ul style="list-style-type: none"> <li>◇ Technology Dept.</li> <li>◇ e-Learning Sub-committee</li> <li>◇ Textbook Coord.</li> </ul>	<ul style="list-style-type: none"> <li>◇ Principals</li> <li>◇ Asst. Principals</li> <li>◇ Teachers</li> <li>◇ Students</li> </ul>			

STRATEGY 3: Establish technology competency standards and expectations for staff								
Action Item	Year 1 Implementation	Year 2 Implementation	Year 3 Implementation	Responsible Staff	Target Audience	Cost	Funding Source	Evaluation
3-1. Develop technology competency standards and expectations for staff				<ul style="list-style-type: none"> <li>◇ Dir of Technology</li> <li>◇ Inst Tech Coordinator</li> <li>◇ e-Learning Committee</li> </ul>	◇ Teachers			
3-2. Provide <u>professional development for Principals and Asst. Principals</u> re: technology competency expectations for teachers				<ul style="list-style-type: none"> <li>◇ Dir of Technology</li> <li>◇ Inst Tech Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>◇ Principals</li> <li>◇ Asst. Principals</li> </ul>			
3-3. Provide <u>professional development for trainers</u> re: technology competency expectations for teachers				<ul style="list-style-type: none"> <li>◇ Dir of Technology</li> <li>◇ Inst Tech Coordinator</li> <li>◇ e-Learning Committee</li> <li>◇ Curriculum &amp; Instruction Common Core Advisory Group</li> </ul>	<ul style="list-style-type: none"> <li>◇ Instructional Tech Specialists</li> <li>◇ Coordinating Teachers</li> <li>◇ Media Specialists</li> </ul>			
3-4. Provide <u>monthly professional development</u> to allow teachers to develop technology competencies				<ul style="list-style-type: none"> <li>◇ Instructional Tech Coordinator</li> </ul>	◇ Teachers			
3-5. Develop <u>Acceptable Use Policy</u> that incorporates the use of mobile computing devices and expectations				<ul style="list-style-type: none"> <li>◇ Technology Dept.</li> <li>◇ e-Learning Committee</li> </ul>				

STRATEGY 3: Establish technology competency standards and expectations for staff								
Action Item	Year 1 Implementation	Year 2 Implementation	Year 3 Implementation	Responsible Staff	Target Audience	Cost	Funding Source	Evaluation
3-6. Provide Acceptable Use Policy Training for staff				◇ Instructional Technology Specialist	◇ Staff			

STRATEGY 4: Provide resources for students to implement personalized learning in a 1:1 environment								
Action Item	Year 1 Implementation	Year 2 Implementation	Year 3 Implementation	Responsible Staff	Target Audience	Cost	Funding Source	Evaluation
4-1. Provide mobile computing device take home program for students				◇ Technology Dept.	◇ School Administrators ◇ Teachers			
4-2. Provide mobile computing device program for students (no take home)				◇ Technology Dept.	◇ School Administrators Teachers			
4-3. Develop <u>Acceptable Use Policy</u> that incorporates the use of mobile computing devices and expectations				◇ Technology Dept. ◇ e-Learning Committee				
4-4. Provide <u>Acceptable Use Policy</u> Training for students				◇ Instructional Technology Specialist	◇ Students			
4-5. Provide <u>basic operation</u> of mobile computing device for student <u>training for trainers</u>				◇ Technology Dept. ◇ e-Learning Committee	◇ Instr Tech Specialists ◇ Wizards			
4-6. Provide basic operation of mobile computing device training for all students				◇ Instr Tech Specialists ◇ Wizards	◇ School Administrators ◇ Teachers			

STRATEGY 4: Provide resources for students to implement personalized learning in a 1:1 environment								
Action Item	Year 1 Implementation	Year 2 Implementation	Year 3 Implementation	Responsible Staff	Target Audience	Cost	Funding Source	Evaluation
4-7. Establish, Support and Monitor <u>student resources</u> for personalized learning and use of mobile computing device				<ul style="list-style-type: none"> <li>◇ Technology Dept.</li> <li>◇ e-Learning Committee</li> <li>◇ Principals</li> <li>◇ Inst Tech Specialists</li> <li>◇ Teachers</li> </ul>	◇ Students			
4-8. Provide training for My Big Campus for students				<ul style="list-style-type: none"> <li>◇ Technology Dept.</li> <li>◇ Instr Tech Specialists</li> </ul>	<ul style="list-style-type: none"> <li>◇ Principals</li> <li>◇ Asst. Principals</li> <li>◇ Coordinating Teachers</li> <li>◇ Media Specialists</li> <li>◇ Teachers</li> <li>◇ Students</li> </ul>			
4-9. Provide and support the structure for managing student apps on mobile computing devices				<ul style="list-style-type: none"> <li>◇ Technology Dept.</li> <li>◇ e-Learning Committee</li> <li>◇ Instructional Tech Specialists</li> </ul>	◇ Students			
4-10. Provide and support the structure for managing electronic books for students				<ul style="list-style-type: none"> <li>◇ Technology Dept.</li> <li>◇ e-Learning Sub-committee</li> </ul>	◇ Students			
4-11. Provide and support the structure for managing electronic textbooks for students				<ul style="list-style-type: none"> <li>◇ Technology Dept.</li> <li>◇ e-Learning Sub-committee</li> <li>◇ Textbook Coordinator</li> </ul>	◇ Students			

STRATEGY 5: Establish technology competency standards and expectations for students								
Action Item	Year 1 Implementation	Year 2 Implementation	Year 3 Implementation	Responsible Staff	Target Audience	Cost	Funding Source	Evaluation
5-1. Develop personal responsibility and on-line image curriculum for students				<ul style="list-style-type: none"> <li>◇ Dir of Technology</li> <li>◇ Inst Tech Coordinator</li> <li>◇ e-Learning Committee</li> </ul>	◇ Students			
5-2. Develop technology competency standards and expectations for students				<ul style="list-style-type: none"> <li>◇ Dir of Technology</li> <li>◇ Inst Tech Coordinator</li> <li>◇ e-Learning Committee</li> <li>◇ Curriculum &amp; Instruction Common Core Advisory Group</li> </ul>	◇ Students			
5-3. Provide <u>professional development for trainers</u> re: personal responsibility and on-line image curriculum for students and technology competency standards & expectations for students				<ul style="list-style-type: none"> <li>◇ Dir of Technology</li> <li>◇ Inst Tech Coordinator</li> <li>◇ e-Learning Committee</li> <li>◇ Curriculum &amp; Instruction Common Core Advisory Group</li> </ul>	<ul style="list-style-type: none"> <li>◇ Instructional Tech Specialists</li> <li>◇ Coordinating Teachers</li> <li>◇ Media Specialists</li> </ul>			
5-4. Provide <u>professional development for school personnel</u> re: personal responsibility and on-line image curriculum for students and technology competency standards & expectations for students				<ul style="list-style-type: none"> <li>◇ Instructional Tech Specialists</li> <li>◇ Coordinating Teachers</li> <li>◇ Media Specialists</li> </ul>	<ul style="list-style-type: none"> <li>◇ Principals</li> <li>◇ Asst. Principals</li> <li>◇ Teachers</li> </ul>			

STRATEGY 5: Establish technology competency standards and expectations for students								
Action Item	Year 1 Implementation	Year 2 Implementation	Year 3 Implementation	Responsible Staff	Target Audience	Cost	Funding Source	Evaluation
5-5. Provide <u>training for students</u> re: personal responsibility and on-line image curriculum for students and technology competency standards & expectations				◇ Instructional Tech Specialists	◇ Students			

STRATEGY 6: Provide technical infrastructure to support wireless mobile devices for 1:1 implementation								
Action Item	Year 1 Implementation	Year 2 Implementation	Year 3 Implementation	Responsible Staff	Target Audience	Cost	Funding Source	Evaluation
6-1. Implement Mobile Device Management System				✧ Technology Dept.	n/a			
6-2. Upgrade Existing Wireless Infrastructure				✧ Technology Dept.	n/a			
6-3. Provide adequate electrical resources for charging devices				✧ Technology Dept.				
6-4. Provide adequate resources for updating devices				✧ Technology Dept.				
6-5. Provide adequate resources for maintaining and repairing devices				✧ Technology Dept.				
6-6. <u>Adjust communication tools</u> such as Emergency / Event notification system to incorporate new devices				✧ Technology Dept. ✧ Communications Dept.	n/a			
6-7. Provide professional development for school personnel using notification systems				✧ Technology Dept. ✧ Communications Dept.	✧ Principals			
6-8. Provide <u>technical support</u> for school-based leaders				✧ Technology Dept.	✧ Inst Tech Specialists ✧ Wizards ✧ Media Specialists ?			
6-9. Develop and bring your own device (BYOD) plan				✧ Technology Dept.	✧ Teachers ✧ Students			

STRATEGY 7: Communicate plan to schools and community								
Action Item	Year 1 Implementation	Year 2 Implementation	Year 3 Implementation	Responsible Staff	Target Audience	Cost	Funding Source	Evaluation

STRATEGY 7: Communicate plan to schools and community								
Action Item	Year 1 Implementation	Year 2 Implementation	Year 3 Implementation	Responsible Staff	Target Audience	Cost	Funding Source	Evaluation
7-1. Develop communication tools (websites, apps, brochures) to summarize the plan				<ul style="list-style-type: none"> <li>◇ Technology Dept.</li> <li>◇ e-Learning Committee</li> <li>◇ Communications Dept.</li> </ul>				
7-2. Communicate plan to the community				<ul style="list-style-type: none"> <li>◇ Communications Dept.</li> </ul>				
7-3. Communicate plan to all district staff and students				<ul style="list-style-type: none"> <li>◇ Technology Dept.</li> <li>◇ e-Learning Committee</li> <li>◇ Principals</li> </ul>	<ul style="list-style-type: none"> <li>◇ Teachers</li> <li>◇ Staff</li> <li>◇ Students</li> </ul>			



“Excellence in Teaching & Learning for All”

e-Learning Project

## EXECUTIVE SUMMARY

### GOAL:

The goal of the e-Learning Technology Plan is to empower students and teachers by placing technology and appropriate resources in the hands of every learner.

We believe:

Technology touches almost every part of our lives.

Technology in the hands of every student can serve as an equalizer, providing all students with access to information and tools that empower them as learners.

Technology in the hands of every student can increase student engagement and thus student performance, satisfaction and interest in school.

Technology in the hands of every student can change the way teachers teach, offering educators effective ways to reach different types of learners and assess student understanding through multiple means.

Technology in the hands of every student can better equip the workers of tomorrow to investigate and solve real-world challenges similar to those to be experienced in the workplace.

Technology in the hands of every student is one of the largest paradigm shifts in teaching and learning to be experienced by today's educators.

Effective implementation of a plan to place technology in the hands of every student requires careful planning with a large emphasis on professional development for teachers as they begin their journey down the road to personalized learning in a 1:1 environment.

Technology infrastructure must be designed and implemented in a manner to allow the seamless implementation of e-Learning in the Darlington County School District classrooms.

Strategies:

A pilot project will be conducted to validate and further define these strategies.

8. Provide leadership and support for teachers to implement personalized learning in a 1:1 environment
9. Provide professional resources for teachers to implement personalized learning in a 1:1 environment
10. Establish technology competency standards and expectations for staff

11. Provide resources for students to implement personalized learning in a 1:1 environment
12. Establish technology competency standards and expectations for students
13. Provide technical infrastructure to support wireless mobile devices for 1:1 implementation
14. Communicate plan to schools and community



## PILOT PROJECT

**Purpose:** to establish the framework within which a potential 1:1 deployment of mobile, personal computing devices can effectively occur

**Focus:** teaching & learning in a classroom where personalized learning is emphasized

### Expectations for Principals

- Participate in rigorous graduate level course
- Support and lead pilot activities in their school
- Provide feedback and gather data throughout the pilot project
- Participate in the design of final district-wide implementation plan

### Expectations for Teachers

- Participate in rigorous graduate level course
- Provide a classroom that focuses on personalized learning
- Provide feedback and gather data throughout the pilot project
- Participate in the design of final district-wide implementation plan

### Expectations for District Staff

- Coordinate and lead professional development
- Design and implement data collection tools
- Provide systems to support the functionality and safety of devices on district network and beyond
- Provide logistical support for all learners

## PILOT PARTICIPANTS

All schools were given the opportunity to participate

- 13 Schools Participating

Brockington    Hartsville High Mayo    Spaulding Middle

Carolina        Hartsville Middle        North Hartsville        Thornwell

Darlington High        Lamar High        Southside        Washington Street

Darlington Middle

- 47 Classrooms
- 67 Teachers & Administrators

## TIMELINE

eLearning Committee Established    September-12

Plan Presented to Board of Education March-13  
Project and Funding Approved by Board of Education April-13  
Equipment & Supplies Ordered April-13  
Project Kick-off Celebration & Workshop May-13  
Professional Development for Teachers June-13  
Professional Development for School Administrators June-13  
Classroom Devices Ready for Deployment August-13  
Bi-weekly Professional Development August-13  
Meeting with Parents August-13  
Project Report to the Board February-14



### Grade 3 ELA Sample Item

**Your assignment:** You will watch an informational video about brushing your teeth and read two articles about dental health, taking notes on these sources, answering questions, and then write an information essay about dental health.

**Directions for beginning:** You will now watch one video and read two articles. Take notes because you may want to refer to your notes while writing your essay. You can look at any of the sources as often as you like.

**Question:** According to the video and articles, what are the most important steps in taking care of your teeth? Use details from the sources to support your answer.

**Question:** What do you think is the most important thing to do to keep your teeth healthy? Use details from the sources to support your answer.

**Your assignment:** Write an informational essay explaining what a person should do to have good dental health. Include details from the articles to support your ideas.

### Common Core Standards

-Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

-Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

-Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

-Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words.

**PILOT BUDGET**

**PROFESSIONAL DEVELOPMENT**

	<b>Qty</b>	<b>Unit Price</b>	<b>Total (includes tax)</b>
Graduate Courses for Teachers & Administrators-FMU Fee	3	\$3,000.00	\$9,000.00
Graduate Courses for Teachers & Administrators-Instructor Payment	3	\$2,482.20	\$7,446.60
Course Supplies	3	\$1,050.00	\$3,402.00
Speakers	2	\$1,500.00	\$3,240.00
Books & Materials	69	\$25.00	\$1,863.00
Apps	69	\$45.00	\$3,105.00
Content Specialists Training	6	\$2,990.00	\$17,940.00
<b><i>SUBTOTAL:</i></b>			<b><i>\$45,996.60</i></b>

**DEVICES**

	<b>Qty</b>	<b>Unit Price</b>	<b>Total (includes tax)</b>
Teacher iPad	47	\$350.00	\$17,766.00
Administrator iPad	13	\$350.00	\$4,914.00
Classroom Charge / Sync Stations	47	\$3,921.95	\$199,078.18
Classroom Device Sets (30 / classroom)	1410	\$350.00	\$532,980.00
<b><i>SUBTOTAL:</i></b>			<b><i>\$754,738.18</i></b>

**SUPPLIES**

	<b>Qty</b>	<b>Unit Price</b>	<b>Total (includes tax)</b>
Apps	1410	\$50.00	\$76,140.00
Cases	1470	\$25.00	\$39,690.00
Projection Adapters	50	\$20.00	\$1,080.00
Keyboards	1472	\$45.00	\$71,539.20
<b><i>SUBTOTAL:</i></b>			<b><i>\$188,449.20</i></b>

**TOTAL BUDGET**

<b>Professional Development</b>	<b>\$45,996.60</b>	<b>5%</b>
<b>Devices</b>	<b>\$754,738.18</b>	<b>76%</b>
<b>Supplies</b>	<b>\$188,449.20</b>	<b>19%</b>
<b>TOTAL</b>	<b>\$989,183.98</b>	



## E-rate Plan

Full access to telecommunications and information resources makes possible the rich teaching and learning that take place in schools and libraries. For these institutions to provide the high level of service necessary for their students and patrons to participate fully in American society, the costs can be great.

Telecommunications and Internet access, the hardware needed for assembling local networks, and maintenance of systems and machines can stretch budgets that are already under stress.

The universal service Schools and Libraries Program, commonly known as “E-rate,” helps ensure that schools and libraries can obtain telecommunications and Internet access at affordable rates.<sup>4</sup>

Darlington County School District uses e-rate funds as described below

Description	E-rate Category	FUNDING YEAR REQUEST				
		2013-14	2014-15	2015-16	2016-17	2017-18
Local Phone Service	Telecommunications	X	X	X	X	X
Long Distance Phone Service	Telecommunications	X	X	X	X	X
Leased Circuits – Wide Area Network	Telecommunications	X	X	X	X	X
Website Hosting	Internet Access	X	X	X	X	X
Voice System Maintenance	Basic Maintenance	X	X	X	X	X
Network Infrastructure Maintenance	Basic Maintenance	X	X	X	X	X
Cable Plant Basic Maintenance	Basic Maintenance	X	X	X	X	X
Network Infrastructure Maintenance Services	Basic Maintenance	X	X	X	X	X
Network Operating System(s) Licensing	Basic Maintenance	X	X	X	X	X
Internal Web Servers	Internal Connections	X			X	
Video Infrastructure	Internal Connections	X			X	
Servers – DNS, DHCP, Email	Internal Connections	X			X	
Switch Infrastructure Upgrade	Internal Connections	X			X	
Voice System Upgrade	Internal Connections	X			X	
Wireless System Upgrade	Internal Connections	X			X	

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<sup>4</sup> <http://www.usac.org/sl/about/getting-started/default.aspx>



TECHNOLOGY PLAN  
2013-2018

A handwritten signature in black ink, appearing to read "Eddie Ingram", is written above a horizontal line.

Dr. Eddie Ingram, Superintendent

A handwritten signature in blue ink, appearing to read "Diane Sigmon", is written above a horizontal line.

Mrs. Diane Sigmon, Director of Technology

January 13, 2014