

**Spartanburg County School District Two
Technology Plan
2014 -2018
Year 1 October 2013**

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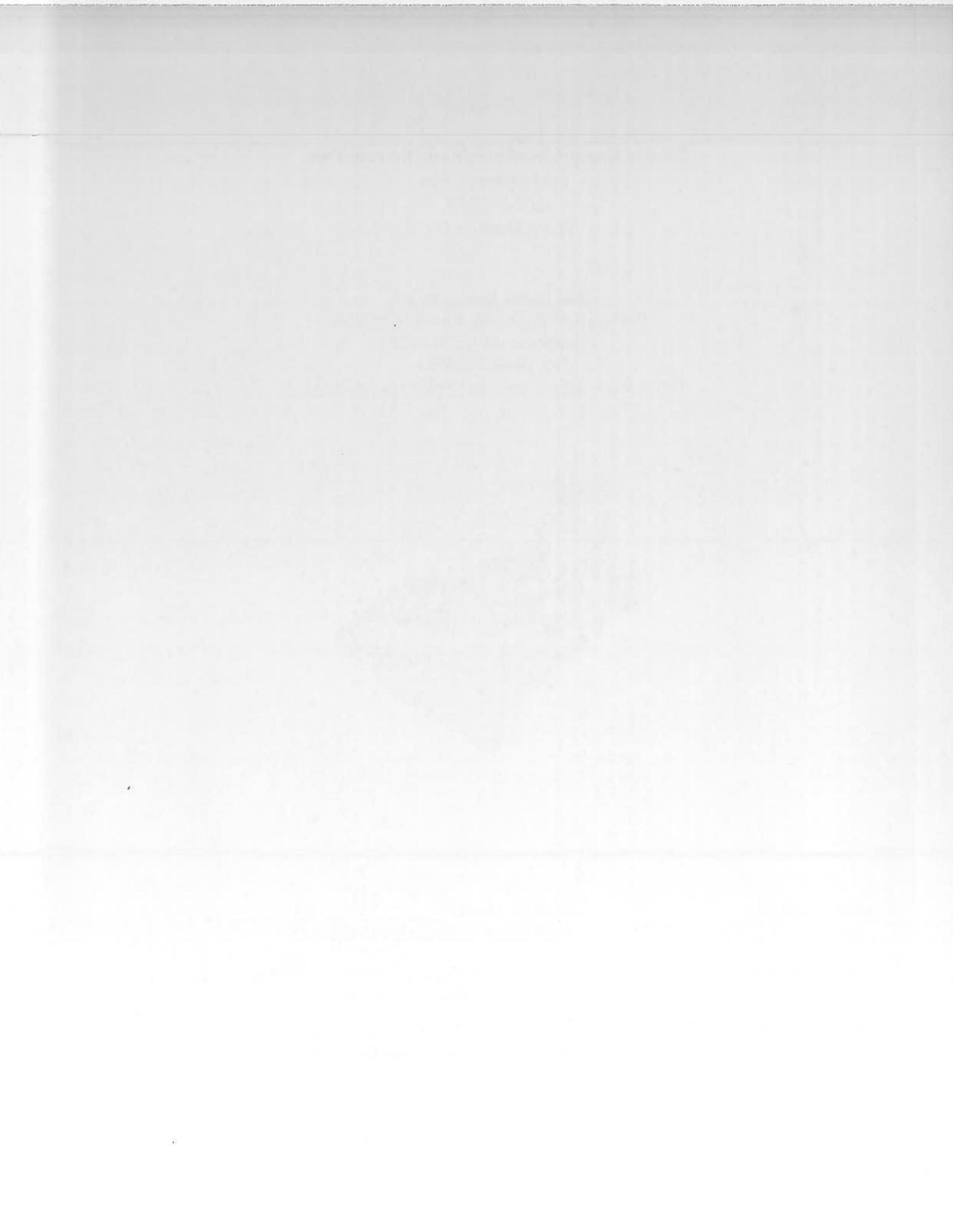
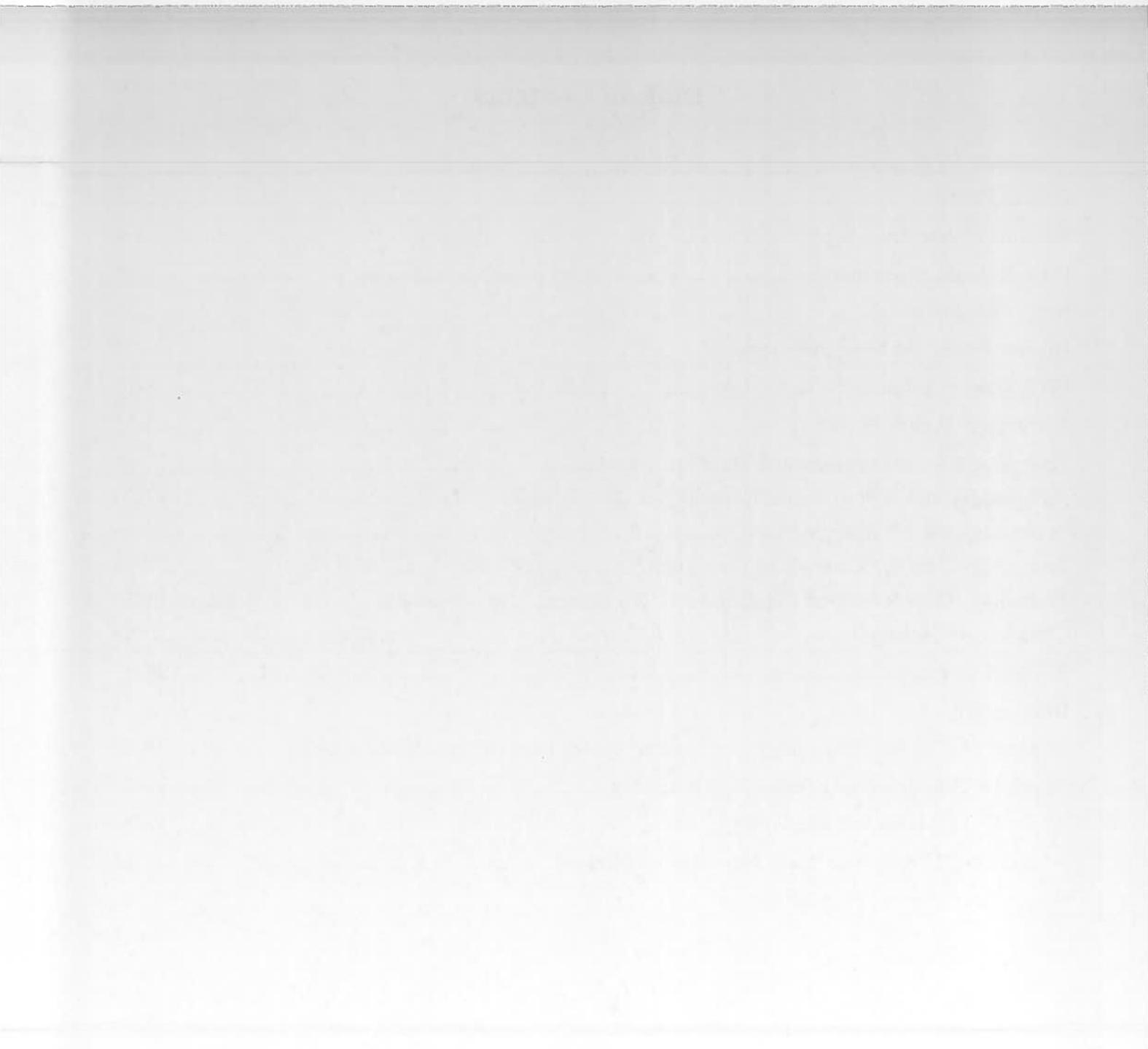


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District Profile

Spartanburg County School District Two is a premier, growing Upstate South Carolina school district tucked in a picturesque and tranquil area of the Piedmont lying in the shadow of the Blue Ridge Foothills. Encompassing the city of Chesnee, the community of Boiling Springs, and the intervening rural regions (approximately 135 square miles in the northern portion of Spartanburg County from I- 85 to the North Carolina state line), the district has 58,300 residents and a student population of 10,050.

The family-oriented area offers abundant opportunities for educational, recreational, spiritual, and cultural growth. Its schools boast impressive academics, outstanding arts and sports programs, dedicated faculty and staff, a supportive community and administration, and capable students.

District Two has seven elementary schools, one intermediate school, three middle schools, one ninth-grade academy, and two high schools; Swofford Career Center is shared with neighboring Spartanburg School District One.

Spartanburg Two's student population includes 1304 English Language Learners (ELL). Of the 1304, 1089 are served by our English Speakers of Other Languages teachers. Spartanburg Two's graduation rate is 80.7, with a goal of reaching 90% by 2019. The student dropout rate is 2.9%. Of the student population, 50.7% of our students qualify for free and reduced lunches. The e-rate discount for 2012-2013 was 80%.

Executive Summary

The Educational Rate (e-Rate) Program was instituted under the Telecommunications Act of 1996 to expand Internet and telecommunication connectivity to the schools and libraries. Spartanburg School District Two's Technology Plan 2014-2018 is designed to meet the requirements established by the Education Oversight Committee; compliance with the FCC rules regarding e-rate discount claims and the Teacher Technology Proficiency Proviso. The South Carolina Department of Education is certified by the Division of USAC to approve technology plans for participation in the Universal service Program.

Successful technology plans align overall district service improvement objectives with the following five criteria. To qualify as an approved Technology Plan for a Universal Service Program discount, the plan must meet these criteria. There must be connection between the physical infrastructure of the information technology and the plan for professional development, curriculum reform, and District service improvements.

1. The plan establishes clear goals and a realistic strategy for using telecommunications and information technology to improve education or library services.
2. The plan has a professional development strategy to ensure that staff knows how to use the new technologies to improve education.
3. The plan includes an assessment of the telecommunications services, hardware, software, and other services that will be needed to improve education.
4. The plan provides for a sufficient budget to acquire and maintain the hardware, software, professional development, and other services that will be needed to implement the strategy for improved education.
5. The plan includes an evaluation process that enables the district and its schools to monitor progress toward the specified goals and make mid-course corrections in response to new developments and opportunities as they arise.

To ensure the effective and efficient use of the funding provided by the General Assembly in Part IA Section IXI.A.1 for school technology in the classroom and internet access, the State Department of Education shall approve district technology plans that specifically address and incorporate certified staff technology competency standards and local school districts must require certified staff to demonstrate

proficiency in these standards as part of each teacher's Professional Development plan. Evidence that districts are meeting the requirement is prerequisite to expenditure of a district's technology funds.

The National Education Technology Plan presents five goals with recommendations for states and districts. Spartanburg School District Two's Technology Plan 2014 - 2018 is additionally designed based on the five essential dimensions addressed in the National Plan. Our goal is to improve our graduation rate by 2018 and reduce our dropouts by offering students the maximum choices to a quality education that fits their individual needs. By setting goals that focus on innovative best practices, we hope student opportunities will be limitless, borderless, and instantaneous. The Learning Powered by Technology Dimensions is addressed in this transformational technology plan. The technology focus dimensions are:

1. Learning
2. Assessment
3. Teaching
4. Infrastructure
5. Productivity

This plan is correlated with state and federal legislation and uses goals-based, measurable activities. In aligning this plan to the National Technology Plan 2010, the five core technology dimensions are addressed.

These five core technology focus dimensions and the major goals set forth for these areas are as follows:

Technology Dimension 1 Learning

Goal: All learners will have engaging and empowering learning experiences both in and outside of school that prepare them to be active, creative, knowledgeable, and ethical participants in our globally networked society.

Dimension 2 Assessment

Goal: Our education system at all levels will leverage the power of technology to measure what matters and use assessment data for continuous improvement.

Dimension 3 Teaching

Goal: Professional educators will be supported individually and in teams by technology that connects them to data, content, resources, expertise, and learning experiences that enable and inspire more effective teaching for all learners.

Dimension 4 Infrastructure

Goal: All students and educators will have access to a comprehensive infrastructure for learning when and where they need it.

Dimension 5 Productivity

Goal: Our education system at all levels will redesign processes and structures to take advantage of the power of technology to improve learning outcomes while making more efficient use of time, money, and staff.

Each of these dimensions is followed by recommended implementation strategies and considerations that reflect aspects of the particular core dimension. Included in this plan are benchmarks that will enable progress validation on an annual basis. This will ensure accountability, increased access, and funding strategies that address our goals.

District Needs Assessment

In order to complete in our global society, Spartanburg Two realizes that we must be in a continuous improvement mode. We realize that we must apply the advanced technologies to our personal and professional lives to our entire educational system so that student learning can be improved. Effective practices, the use of data and information must be used for continuous improvement.

Our technology needs are:

- Community technology education
- Information about community technology needs especially from the business community
- Enhancement of student technology literacy to meet the 21st Century skills
- Technology curriculum guides need to be a work in progress with a progression of skill from grade to grade
- Appropriate and equitable technology tools for all students
- Guidance from the district office for the purchase of appropriate technology tools is needed at the school level
- Additional access to computers for technology skill enhancement and research
- Relevant, ability leveled and grade leveled tiered staff development for new devices and integrating technology so that technology is redefining and allowing for the creation of new tasks and not substituting with no functional change
- AUP Update to include a BYOD Policy
- Empower teachers to be able to use technology professionally
- Staff Development for administrative support staff
- Classrooms need access to the world through Skype or FaceTime with no barriers
- Maintain a robust infrastructure that can handle technology use and 21st Century technology lessons
- Adequate technology support

Our instructional technology inventory:

Instructional Computers & Laptops	3280
Interactive White Boards	423
Computer Labs	38
Projectors	558
Polling Device Sets	232
Slates	193
Document Readers	174
Graphing Calculators	773
Digital Cameras	85
Student iPads	564
Teacher iPads	246
iPods	368
Flip Cameras	30
Scanners	77
Apple TVS	100

The district's student to computer ratio is 3:1. Our computer lab to classroom ratio is 1:16. This is not adequate for today's student who needs information 24/7. The challenge for our district is to leverage

the learning with modern technology to create engaging, relevant and personalized learning experiences for all learners. These experiences should mirror students' daily lives and the reality of their futures. This requires we put students at the center and empower them to take control of their own learning. In order that technology is used to provide access to more learning resources, an equitable plan will be developed. Our global economy guides what people need to know and who needs to learn. Modern advances show us how to learn. Technology makes it possible for administrators, parents, teachers, and students to act on what we know and understand.

Network Status:

Spartanburg School District Two's data network has at the core a Brocade FastIron SX1600 Routing Switch to provide a unified communications network. At the edge we have 14 Brocade TurboIrons that are hardware-based Layer 3 Routing Switches that provides resiliency, performance and security for converged applications. The TurboIron provides connections for gigabit Ethernet aggregation as well as Gigabit Ethernet connectivity. Remote sites are connected using Metro Ethernet. The district has a 1 Gigabit trunk circuit connected into cloud on the private side of the network. The remote sites are also connected with a GIG trunk into the cloud. The public side is connected to the internet using Metro Ethernet at a data rate of 100 Mbps. In one instance a router feeds three locations connected with fiber optics. The LAN side of the network has approximately 112 Brocade switches each operating at Gigabit full duplex to the desktop and a Gigabit backbone. The private side of the network is protected with a Fortigate 1240B appliance with subscription services running in HA mode for active content filtering of Internet sites.

- A wide area network that provide internet, intranet, email, and web site service to all schools in the district.
- Metro-E Gigabit circuit to District office and Gigabit Metro-E circuits to each school.
- A Fortinet 1240B firewall in operation with Windows 2008R2 network running sites.
- 4,000+ internet capable computers
- Two full-time district systems administrator, database administrator and three full-time technicians.
- A district webpage with links, online course registration, and communication capabilities between teachers and students.
- Each school has its own webpage.
- Developed shared network drives for all administrators, teachers, and students to use for collaboration and information exchange.
- OdysseyLearning© instructional software is served in all elementary, middle, intermediate schools.
- Study Island/Edmentum instructional software is available to all schools.
- PLATO/Edmentum software is used at both high schools for enrichment and remediation
- Computer labs are in all schools.
- Full schedule of district technology training classes for teachers, staff, and community members during fall, spring, and summer semesters with over 175 teachers participating annually.
- School Messenger is available to all schools for more accurate and timely communication with parents.
- District Phone System Upgrade to provide all schools with phone access for safety reasons and better communication.

District Vision and Mission Statement

Core Principle

Students First

Mission Statement

Our mission is to prepare our students for tomorrow's world by providing effective and innovative educational practices in a safe and supportive environment.

Vision

Unlock the full potential of every student.

In pursuit of this vision, our schools are committed to . . .
inspiring life-long learners,
progressing technologically,
motivating students and staff,
fostering a student-centered culture,
providing a safe, equitable learning environment,
welcoming parent and community involvement,
teaching life skills necessary for success,
cultivating responsible citizens, and
improving continually.

Beliefs

All students can learn.
Education is everyone's responsibility.
A safe and supportive environment nurtures growth.
Everyone is unique and has value.
Individuals must be prepared for a global society.
Learning is a life-long process.
Decisions must be based on what is best for all students.
Education is a joint school, family, and community venture.

Learner Expectations

We expect students to become
self-directed learners,
adept users of technology,
innovative problem solvers,
competent in foundational skills,
quality producers and performers,
confident and effective collaborators and communicators,
and contributing citizens able to succeed in a changing society

Technology Mission Statement:

The technology mission of Spartanburg School District Two is to provide all students and the educational community, the opportunity to receive a high quality education that prepares them to succeed in a rapidly changing technological society.

ISTE Goals Related to Technology: Our students will . . .

1. Demonstrate creative and innovative thinking

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:

- a. apply existing knowledge to generate new ideas, products, or processes.
- b. create original works as a means of personal or group expression through the use of new and emerging technological tools and trends.
- c. use models and simulations to explore complex systems and issues.
- d. identify trends and forecast possibilities.

2. Effectively communicate and collaborate

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:

- a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
- b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.
- c. develop cultural understanding and global awareness by engaging with learners of other cultures.
- d. contribute to project teams to produce original works or solve problems.

3. Exhibit research and information fluency

Students apply digital tools to gather, evaluate, and use information. Students:

- a. plan strategies to guide inquiry.
- b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
- c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
- d. process data and report results.

4. Practice critical thinking, problem solving, and decision making skills

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students:

- a. identify and define authentic problems and significant questions for investigation.
- b. plan and manage activities to develop a solution or complete a project.
- c. collect and analyze data to identify solutions and/or make informed decisions.
- d. use multiple processes and diverse perspectives.

5. Demonstrate digital citizenship

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:

- a. advocate and practice safe, legal, and responsible use of information and technology.
- b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
- c. demonstrate personal responsibility for lifelong learning.
- d. exhibit leadership for digital citizenship.

6. Apply technological operations and concepts

Students demonstrate a sound understanding of technology concepts, systems, and operations. Students:

- a. understand and use technology systems.
- b. select and use applications effectively and productively.
- c. troubleshoot systems and applications.
- d. transfer current knowledge to learning of new technologies.

ISTE Goals Related to Technology: Our teachers will . . .

Effective teachers model and apply the National Educational Technology Standards for Students (NETS•S) as they design, implement, and assess learning experiences to engage students and improve learning; enrich professional practice; and provide positive models for students, colleagues, and the community. All teachers should meet the following standards and performance indicators. Teachers:

1. Facilitate and Inspire Student Learning and Creativity

Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments. Teachers:

- a. promote, support, and model creative and innovative thinking and inventiveness**
- b. engage students in exploring real-world issues and solving authentic problems using digital tools and resources**
- c. promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes**
- d. model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments**

2. Design and Develop Digital-Age Learning Experiences and Assessments

Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS•S. Teachers:

- a. design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity**
- b. develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress**
- c. customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources**
- d. provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching**

3. Model Digital-Age Work and Learning

Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society. Teachers:

- a. demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations**
- b. collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation**
- c. communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats**
- d. model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning**

4. Promote and Model Digital Citizenship and Responsibility

Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices. Teachers:

- a. advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources**
- b. address the diverse needs of all learners by using learner-centered strategies and providing equitable access to appropriate digital tools and resources**
- c. promote and model digital etiquette and responsible social interactions related to the use of technology and information**
- d. develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital-age communication and collaboration tools**

5. Engage in Professional Growth and Leadership

Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources. Teachers:

- a. participate in local and global learning communities to explore creative applications of technology to improve student learning**
- b. exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others**
- c. evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning**
- d. contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community**

C. Technology Budget Plan

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Infrastructure	180,000	80,000	80,000	80,000	80,000	80,000
Mobile laptop Labs/Devices	250000	250000	250,000	250,000	150,000	150,000
LCD Projectors	25,000	25,000	25,000	25,000	25,000	25,000
Computer labs	100,000	60,000	60,000	60,000	60,000	60,000
Distance Learning	50,000	25,000	25,000	25,000	25,000	25,000
Upgrades/Replacements	200,000	200,000	200,000	200,000	200,000	200,000
Servers	80,000	80,000	80,000	80,000	80,000	80,000
Software/Renewals Upgrades	0	100,000	100,000	100,000	100,000	100,000
Communication Software	20,000	25,000	25,000	25,000	25,000	25,000
Assessment tools	97,000	100,000	100,000	100,000	100,000	100,000
Remediation PLATO/READ 180, etc.	50,000	50,000	50,000	50,000	50,000	50,000
Enhancements	4,000	4,000	15,000	15,000	15,000	15,000
Destiny Library Manager	15000	15000	15000	15,000	15,000	15,000
Professional Development:	0	0	0	0	0	0
Courses	15,000	15,000	15,000	15,000	15,000	15,000
Workshops	3000	3000	3,000	3,000	3,000	3,000
Technology trainers	3000	3000	3,000	3,000	3,000	3,000
Online Learning	5,000	5,000	5,000	5000	5000	5000
Software/App Training	1500	1500	1500	1500	1500	1500
Budget:	0	0	0	0	0	0
Requested	\$1,098,500.00	\$1,041,500.00	\$1,052,500.00	\$952,600.00	\$952,500.00	\$952,500.00

Evaluation Procedures

In order to ensure that the technology plan is updated and reflects the changing needs of the district, the plan will be subject to a formal review annually. This review will include an update of current hardware and software status as well as analysis of software usage. An internal one year planning horizon will serve to refine the three-year plan for both future growth and professional development needs.

In addition to the formal reviews, updates will be incorporated into the plan as needed resulting from significant changes that may occur in any of the three dimensions (hardware, software, professional development). Newly available grant monies or systems requirements as communicated by external agencies are examples of circumstances that would require interim changes.

TECHNOLOGY Dimension 1
Learning: Engage and Empower
Team Lead: Felicia Oliver

Goals	Strategies
1.1 Revise, create, and adopt standards and learning objectives for all content areas that reflect 21 st century expertise and the power of technology to improve learning.	Adopt the Common Core State Standards for ELA, Math, and Literacy in Social Studies, Science and Technology
1.2 Develop and adopt learning resources that use technology to embody design principles from the learning sciences.	Create and use lessons, activities, and assessments in which students use a variety of technological tools to complete authentic tasks
1.3 Develop and adopt learning resources that exploit the flexibility and power of technology to reach all learners anytime and anywhere.	Develop technology-enhanced learning activities aligned with CCSS and 21 st century skills in core content areas.
1.4 Use advances in the learning sciences and technology to enhance STEM learning and develop, adopt, and evaluate new methodologies with the potential to enable all learners to excel in STEM.	Integrate STEM related programs into all areas of the curriculum.

II. Action List:

- Rewrite curriculum guides in all core subjects to align with the CCSS and 21st century skills
- Develop a technology curriculum guide with plans to update as new resources become available.
- Using iTunes University, publish curriculum guides as eBooks
- Provide Apple training for all instructional coaches in order for them to be proficient in 21st century tools and skills.
- Provide a technology coordinator for secondary to provide additional assistance to schools as they move toward 21st century expertise.
- Provide the technology tools in all schools that will enhance and promote learning in the 21st Century.
- Increase project-based learning and provide staff development for teachers in this area.
- Create assessments that align to Common Core State Standards.
- Develop strategies for assessing student capabilities with 21st century skills in all grades.
- Conduct surveys of educators, students, and parents to ensure that the use of technology is perceived as effective in enhancing student learning.
- STEM

I. FUNDING CONSIDERATIONS

- Budget provided for equipment to include iPads, staff development, Apple App procurement as needed and technology coordinator to provide additional assistance to schools as they move toward 21st century expertise

I. EVALUATION

Goals	Possible Data Sources to Be Used for Ongoing Evaluation and End-of-Program Report	Outcomes Action list items achieved			
		March 2015	March 2016	March 2017	March 2018
1.1 Revise, create, and adopt standards and learning objectives for all content areas that reflect 21 st century expertise and the power of technology to improve learning	Adopt the Common Core State Standards for ELA, Math, and Literacy in Social Studies, Science and Technology				
1.2 Develop and adopt learning resources that use technology to embody design principles from the learning sciences.	Create and use lessons, activities, and assessments in which students use a variety of technological tools to complete authentic tasks				

<p>1.3 Develop and adopt learning resources that exploit the flexibility and power of technology to reach all learners anytime and anywhere</p>	<p>Develop technology-enhanced learning activities aligned with CCSS and 21st century skills in core content areas.</p>					
<p>1.4 Use advances in the learning sciences and technology to enhance STEM learning and develop, adopt, and evaluate new methodologies with the potential to enable all learners to excel in STEM.</p>	<p>Integrate STEM related programs into all areas of the curriculum.</p>					

TECHNOLOGY Goal 2
Assessment: Measure What Matters
Team Lead: Steve Olejnick

Goals	Strategies
<p>2.0 Assessment</p> <p><i>Our education system at all levels will leverage the power of technology to measure what matters and use assessment data for continuous improvement.</i></p>	<p>2.1 Design, develop, and adopt assessments that give students, educators, and other stakeholders timely and actionable feedback about student learning to improve achievement and instructional practices.</p>
	<p>2.2 Build the capacity of educators and educational institutions to use technology to improve assessment materials and processes for both formative and summative uses.</p>
	<p>2.3 Use assessment prep software where games are used to engage and motivate learners and to assess complex skills and performances embedded in standards.</p>
	<p>2.4 Revise practices, policies, and regulations to ensure privacy and information protection while enabling a model of assessments that includes ongoing student learning data gathering and sharing for continuous improvement.</p>

II. IMPLEMENTATION ACTION STEPS

DISTRICT

Continue to monitor and adjust filtering regulations according to the federal, state and local standards.
 Offer staff development on new and current technologies.
 Continue to monitor security measures as it pertains to student and staff data which is protected by HIPPA and FERPA laws.

SCHOOLS

Teachers and staff will continue to develop student formative assessments utilizing the use of technology in content areas.
 Schools will use use test data services (NWEA, TestView)
 Schools will provide training in programs such as NWEA, TestView, and Study Island for teachers.
 Schools will use assessments more closely linked to CCSS performance tasks with use of technology such as CCSS MAP, Study Island and Smarter Balance.
 Schools will reward and motivate student performance in Study Island test prep software with educational gaming.
 Teachers and students will use data collectively from NWEA, Study Island, Smarter Balance, and Ed Plan to drive instruction.
 Teach Internet Safety in all classrooms at all ages.

II. FUNDING CONSIDERATIONS

DISTRICT

Provide funds for addition of a technology facility at the District Office to promote continued staff development and collaboration of technology within the district.

Provide funds for staff development leaders to share innovative ways to use technology as a form of assessment.

Continue to pay for assessments like MAP that give results that can drive instruction.

Continue to pay for Study Island type softwares so students will have test prep opportunities.

SCHOOLS

Schools will use formative and summative test results to drive instruction and instructional decisions.

Teachers and staff will abide by the regulations of FERPA and HIPPA laws.

Goals	Possible Data Sources to Be Used for Ongoing Evaluation and End-of-Program Report	Outcomes Action list items achieved			
		March 2015	March 2016	March 2017	March 2018
2.1 Design, develop, and adopt assessments that give students, educators, and other stakeholders timely and actionable feedback about student learning to improve achievement and instructional practices.	<p>Teachers and staff will continue to develop student formative assessments utilizing the use of technology in content areas.</p> <p>Schools will use test data services (NWEA, TestView) Schools will provide training in programs such as NWEA, TestView, and Study Island</p>				

	<p>for teachers. Schools will use assessments more closely linked to CCSS performance tasks with use of technology such as CCSS MAP, Study Island and Smarter Balance. Teachers and students will use data collectively from NWEA, Study Island, Smarter Balance, and Ed Plan to drive instruction.</p>				
<p>2.2 Build the capacity of educators and educational institutions to use technology to improve assessment materials and processes for both formative and summative uses.</p>	<p>Offer staff development on new and current technologies that improves process for both formative and summative uses.</p>				
<p>2.3 Use assessment prep software where games are used to engage and motivate learners and to</p>	<p>Schools will reward and motivate student performance in Study Island test prep software with</p>				

<p>assess complex skills and performances embedded in standards.</p>	<p>educational gaming.</p>				
<p>2.4 Revise practices, policies, and regulations to ensure privacy and information protection while enabling a model of assessments that includes ongoing student learning data gathering and sharing for continuous improvement.</p>	<p>The district will continue to monitor and adjust filtering regulations according to the federal, state and local standards.</p> <p>Continue to monitor security measures as it pertains to student and staff data which is protected by HIPPA and FERPA laws.</p> <p>Teach Internet Safety in all classrooms at all ages.</p>				

TECHNOLOGY Goal 3
Teaching: Prepare and Connect
Team Lead: Penny Atkinson

Goals	Strategies
<p>3.0 Teaching</p> <p><i>Professional educators will be supported individually and in teams by technology that connects them to data, content, resources, expertise, and learning experiences that enable and inspire more effective teaching for all learners.</i></p>	<p>3.1 Through budget allocations teachers and schools will have increased access to technology that connects teachers and schools to data, content, resources, expertise, and learning experiences that enable and inspire more effective teaching for all learning.</p> <p>3.2 Design, develop, and adopt technology-based content, resources, and online learning communities that create opportunities for educators to collaborate for more effective teaching.</p> <p>3.3 As a leader in effective technology integration, Spartanburg Two will inspire and attract new people into the profession, and encourage our best educators to continue teaching.</p>
	<p>3.4 Learning experiences powered by technology will help close the gap between students' and educators' fluencies with technology and promote and enable technology use in ways that improve learning, assessment, and instructional practices.</p>
	<p>3.5 Transform the preparation and professional learning of educators and education leaders by leveraging technology to create personal learning networks.</p>

	3.6 Use technology to provide access to the most effective teaching and learning resources, especially where they are not otherwise available, and to provide more options for all learners at all levels.
	3.7 Develop a teaching force skilled in effective technology integration.

III. IMPLEMENTATION ACTION STEPS

DISTRICT

With district funds, iPads will be purchased for core teachers so they can access curriculum in iTunes University. iPads will enable teachers to access data, content, and resources to enable and inspire more effective teaching for all learning. The curriculum in iTunes University will be developed by district curriculum teams, and facilitated by our lead teachers and instructional coaches. Technology-based content will be developed and interwoven into the curriculum accessed by Spartanburg Two teachers in iTunes University. The district will continue to explore technological avenues such as TED, Kahn Academy, Teaching Channel, and Study Island.

The Curriculum Integration Specialist will collaborate and encourage effective teaching utilizing technology. Our Technology Cohort will continue to develop and inspire teachers to incorporate technology.

Spartanburg Two will develop a five-year plan that includes a budget for increased access for students and teachers. Through professional development, Spartanburg Two will develop educational professionals who are comfortable accessing the latest tools available.

SCHOOLS

Schools will use allocated funds to provide teachers with technology tools for instruction. Schools will empower teachers to use the technology provided for enhanced learning to close the digital divide between teachers and students.

Schools will encourage teachers to be leaders in technology-driven instruction. Schools will monitor and promote BYOT so technology can be used for effective learning.

III. FUNDING CONSIDERATIONS

DISTRICT

Finance will annually set aside funds for technology tools that enhance student learning and teacher effectiveness.

SCHOOLS

Schools will provide teachers with technology tools that enhance learning and teacher effectiveness.

III. EVALUATION

Goals	Evaluation and End-of-Program Report	Outcomes Action list" items achieved			
		March 2015	March 2016	March 2017	March 2018
<p>3.1 Through budget allocations teachers and schools will have increased access to technology that connects teachers and schools to data, content, resources, expertise, and learning experiences that enable and inspire more effective teaching for all learning.</p>	<p>Curriculum will be developed, maintained and posted to iTunes University.</p> <p>iPads will be purchased for core teachers so they can access curriculum in iTunes University.</p> <p>iPads will enable teachers to access data, content, and resources to enable and inspire more effective teaching for all learning.</p> <p>The curriculum in iTunes University will be developed by district curriculum teams, and facilitated by our lead teachers and instructional coaches.</p> <p>Technology-based content will be developed and interwoven into the curriculum accessed by Spartanburg Two teachers in iTunes University.</p>				
<p>3.2 Design, develop, and adopt technology-based content, resources, and online learning communities that create opportunities for educators to</p>	<p>Technology-based content will be developed and interwoven into the curriculum accessed by Spartanburg Two teachers in iTunes University.</p> <p>Opportunities for</p>				

<p>collaborate for more effective teaching.</p>	<p>educators to collaborate for more effective teaching will be a result of the curriculum guides accessible by all teachers anytime and anywhere they can connect to iTunes University. The district will continue to explore technological avenues such as TED, Kahn Academy, Teaching Channel, and Study Island.</p>				
<p>3.3 As a leader in effective technology integration, Spartanburg Two will inspire and attract new people into the profession, and encourage our best educators to continue teaching.</p>	<p>The Curriculum Integration Specialist will collaborate and encourage effective teaching utilizing technology. Our Technology Cohort will continue to develop and inspire teachers to incorporate technology.</p>				
<p>3.4 Learning experiences powered by technology will help close the gap between students' and educators' fluencies with technology and promote and enable technology use in ways that improve learning, assessment, and instructional practices.</p>	<p>The increased use of technology in instruction will help close the gap between students' and educators' fluencies with technology and promote and enable technology use in ways that improve learning, assessment and instructional practices. iTunes University and the increased access to technology will help promote this goal.</p>				

<p>3.5 Transform the preparation and professional learning of educators and education leaders by leveraging technology to create career-long personal learning networks within and across schools, pre-service preparation and in-service educational institutions, and professional organizations.</p>	<p>Spartanburg Two will develop a five-year plan that includes a budget for increased access for students and teachers. Through professional development, Spartanburg Two will develop educational professionals who are comfortable accessing the latest tools available.</p>				
<p>3.6 Use technology to provide access to the most effective teaching and learning resources, especially where they are not otherwise available, and to provide more options for all learners at all levels.</p>	<p>Technology-based content will be developed and interwoven into the curriculum accessed by Spartanburg Two teachers in iTunes University. Opportunities for educators to collaborate for more effective teaching will be a result of the curriculum guides accessible by all teachers anytime and anywhere they can connect to iTunes University.</p>				
<p>3.7 Develop a teaching force skilled in effective technology integration.</p>	<p>Opportunities for educators to collaborate for more effective teaching will be a result of the curriculum guides accessible by all teachers anytime and anywhere they can connect to iTunes University.</p>				

Technology Goal 4
Infrastructure: Access and Enable
Team Lead: Tina Humphries

Goals	Strategies
<p>4.0 Infrastructure <i>All students and educators will have access to a comprehensive infrastructure for learning when and where they need it.</i></p>	<p>4.1 Ensure that students and educators have adequate broadband access to the Internet and adequate wireless connectivity both inside and outside school.</p>
	<p>4.2 Ensure that every student and educator has at least one Internet access device and software and resources for research, communication, multimedia content creation, and collaboration for use in school.</p>
	<p>4.3 Leverage open educational resources to promote innovative and creative opportunities for all learners and accelerate the development and adoption of new open technology-based learning tools and courses.</p>
	<p>4.4 Build a local education agency capacity for evolving an infrastructure for learning.</p>
	<p>4.5 Support meaningful use of educational and information technology in districts by establishing definitions, goals, and metrics.</p>

IV. IMPLEMENTATION ACTION STEPS

Action List:

1. Spartanburg Two will ensure students and educators have broadband access to the Internet and adequate wireless connectivity. Spart2 will continually upgrade their broadband access and wireless connectivity as needed by its users. The Technology Coordinator will monitor the connectivity and adjust as appropriately needed.
2. Spartanburg SD2 will develop a five-year plan for purchasing devices such as laptops, iPads, etc. to increase access to devices for students, teachers and staff. Spartanburg Two will develop a BYOT policy for students owning devices that can be used in the classroom for instructional purposes.
3. Spartanburg Two will support the use of open educational resources to promote innovative and creative opportunities for all learners. Such open educational resources

are digital textbooks, digital libraries, tutoring systems, simulations, audio/video capture/edit, blogs, wikis, instructional courses, and student information systems.

4. Spartanburg Two will build a system with the capacity for evolving an infrastructure for learning. Spartanburg Two's goal is to create a learning community throughout our system that uses technology tools for research and learning anytime, anywhere.
5. Through the use of curriculum guides in iTunes U, instructional coaches and lead teachers, instructional initiatives which are shared throughout our system, Spartanburg Two develops standards for student learning. These standards for content and student-learning data enable the collecting and sharing of resources. All stakeholders analyze data to improve decision making at all levels of our educational system.
6. Spartanburg Two financial department uses data to enable data-driven decisions for continuous improvement at all levels of our system.

IV. FUNDING CONSIDERATIONS

DISTRICT

Through the Technology Coordinator's budget, connectivity will be monitored and adjusted as appropriately needed.

Spartanburg Two will set aside annual funds for increased access to technology for students and staff.

IV. EVALUATION

Goals	Possible Data Sources to Be Used for Ongoing Evaluation and End-of-Program Report	Outcomes Action list items achieved			
		March 2015	March 2016	March 2017	March 2018
		4.1 Ensure that students and educators have adequate broadband access to the Internet and adequate wireless connectivity both inside and outside school.	Spartanburg Two will ensure students and educators have broadband access to the Internet and adequate wireless connectivity. Spart2 will continually upgrade their broadband access and wireless connectivity as needed by its users. The Technology Coordinator will monitor the connectivity and adjust as appropriately needed.		
4.2 Ensure that every student and educator has at least one Internet access device and software and resources for research, communication, multimedia content creation, and collaboration for use in and out of school.	Spartanburg SD2 will develop a five-year plan for purchasing devices such as laptops, iPads, etc. to increase access to devices for students, teachers and staff. Spartanburg Two will develop a BYOT policy for students owning devices that can be used in the classroom for instructional purposes.				
4.3 Leverage open educational resources to promote innovative and creative opportunities for all learners	Spartanburg Two will support the use of open educational resources to promote innovative and creative opportunities for all learners. Such open educational resources are digital textbooks, digital libraries, tutoring systems, simulations, audio/video capture/edit,				

<p>and accelerate the development and adoption of new open technology-based learning tools and courses.</p>	<p>blogs, wikis, instructional courses, and student information systems.</p>				
<p>4.4 Build a local education agency capacity for evolving an infrastructure for learning.</p>	<p>Spartanburg Two will build a system with the capacity for evolving an infrastructure for learning. Spartanburg Two's goal is to create a learning community throughout our system that uses technology tools for research and learning anytime, anywhere.</p>				
<p>4.5 Support "meaningful use" of educational and information technology in districts by establishing definitions, goals, and metrics.</p>	<p>Through the use of curriculum guides in iTunes U, instructional coaches and lead teachers, instructional initiatives which are shared throughout our system, Spartanburg Two develops standards for student learning. These standards for content and student-learning data enable the collecting and sharing of resources. All stakeholders analyze data to improve decision making at all levels of our educational system.</p> <p>Spartanburg Two financial department uses data to enable data-driven decisions for continuous improvement at all levels of our system.</p>				

TECHNOLOGY Goal 5
Productivity: Redesign and Transform
Team Lead: Sherri Dawkins

Objectives	Strategies
<p>5.0 Productivity <i>Our education system at all levels will redesign processes and structures to take advantage of the power of technology to improve learning outcomes while making more efficient use of time, money, and staff.</i></p>	<p>5.1 Update infrastructure district-wide to make better use of existing technology.</p>
	<p>5.2 Purchase iPads for all ELA/Math/Science/Social Studies teachers so that District Curriculum Guides can be created in iTunes U, thus eliminating costs for printing and updating guides annually. Updates to the iTunes U curriculum are live so no use to reprint pages thus saving time, money and staff.</p>
	<p>5.2 Use iPads and other technology to disseminate Professional Development materials to teachers (eliminates printing)</p>
	<p>5.4 Purchase iPads for remaining Teacher staff, so that District Curriculum Guides can be created in iTunes U, thus eliminating costs for printing and updating annually.</p>
	<p>5.5 Continue offering Basic and Advanced iPad Graduate courses.</p>

V. IMPLEMENTATION ACTION STEPS

DISTRICT:

- Update infrastructure at all locations
- Purchase iPads for teachers; phase 1—all ELA/Math teachers
- Purchase iPads for teachers; phase 2---All remaining Teacher staff
- Create district curriculum guides in iTunes University
- Using the train the trainer model with coaches, educate teachers on the many uses of iPads
- Continue offering Basic and Advanced iPad Graduate courses
- Hire a Technology Integration Specialist to improve technology use at the middle and high levels.

SCHOOLS:

- Utilize iPads for professional development
- Conduct Professional Development on efficient use of technology to improve learning outcomes
- Use the Technology Integration Specialist to change the way students learn and help educate them to be 21st Century learners.

V. FUNDING CONSIDERATIONS

DISTRICT

Provide annual funding allowance to purchase/upgrade technology for students and school technologies

SCHOOLS

Allocate funds annually for technology enhancement

V. EVALUATION

Objectives	Possible Data Sources to Be Used for Ongoing Evaluation and End-of-Program Report	Outcomes Action list" items achieved			
		March 2015	March 2016	March 2017	March 2018
5.1 Update infrastructure District-wide to make better use of existing technology	Update infrastructure at all locations				
5.2. Purchase iPads for all ELA/Math teachers so that District Curriculum Guides can be created in iTunes U, thus eliminating costs for printing and updating guides annually.	Purchase iPads for teachers; phase 1—all ELA/Math teachers				
5.3 Use iPads and other technology to disseminate Professional Development materials to teachers (eliminates printing)	Utilize iPads for professional development Conduct Professional Development on efficient use of technology to improve learning outcomes Use the Technology Integration Specialist to change the way students learn and help educate them to be 21 st Century learners.				
5.4 Purchase iPads for remaining Teacher staff, so that all District Curriculum Guides can be created in iTunes U, thus eliminating costs for	Purchase iPads for teachers; phase 2---All remaining Teacher staff				

printing and updating annually					
5.5 Continue offering Basic and Advanced iPad Graduate Courses	Continue offering Basic and Advanced iPad Graduate courses				

Cumulative Benchmarks

Every goal and objective will be reviewed each school year for progress. The technology committee chairpersons will evaluate their objective, strategies and actions for positive improvement results. Updates will include any areas in need of adjustments to meet the objectives of the plan.

To meet the five dimensions Spartanburg Two set in this plan for creating a learning environment powered and enhanced by technology, each objective must be clearly defined with strategies and actions.

Each strategy and action must define when an action is to be performed, who is responsible for the action and the expected outcome should be listed. All objectives, actions and strategies must be measureable, the method for measurement listed, and the cost by year should be listed. The critical factors are (1) implementation (2) direction and (3) accountability.

Acknowledgements

The following contributed to the development of the 2014-2019 Technology Plan:

Name	Location	Position
Dale Campbell	CMS	Principal
Donnie Barnett	RLM	Principal
Felicia Oliver	DO	ELA Coordinator
Heather Kanipe	OES	Media Specialist
Mandy Cashwell	BSE	Grade 3 Teacher
Jason Cole	BSHS	Asst. Principal
Jason Paddock	DO/BSHS/CHS	ITS
Jen Waddell	BSHS	Special Ed. Teacher
Pat Jennings	BSE	Media Specialist
Tammy Scherbarth	HES	5K Teacher
Taran Moore	OES	Parent
Zach Corbitt	BSIS	Parent
All Strickland	BSI	Teacher
Ashley McKelvey	OES	Coach
Beth Stiffler	HES	Tech Lab 1
Deana Watson	CES	Principal
Don Icenhower	DO	Student Services
Katie Leonard	BSE	AP
Linda McAbee	OES	Teacher
Maria Camp	HES	PTO President
Rebecca Wall	CSF	Parent
Steve Olejnick	BSH	Teacher
Troy Moore	DO	Tech Dir
Cecilia Robinson	BSMS	Parent
Eddie Cole	BS9	Principal
Ellen Bunch	HES	Media Spec.
Jeannie Sanders	BSIS	Parent
Kenna Sanders	CES	Media Spec.
Lora Hammett	RLMS	Teacher
Penny Atkinson	BSMS	Principal
Nancy Turner	DO	Director
Sue Cashwell	CMS	Teacher
Teshia Hair	DO	Coord.
Trent Hardee	BS9	Teacher
Trisha Meadows	DO	Director
Allison	HES	Teacher
Elena Rush	DO	Grant Writer
Gina Skinner	OES	AP
Kelly Richardson	DO	Ast. Sup Fin
Kucjit Saggo	BSES	Parent
Laura Wyatt	CMS	Teacher
Lori Thompson	CMS	Parent
Maria Trejo	HES	Teacher
Michelle Call	BSI	Teacher
Tina Humphries	HES	AP
Buck Joel Thomas	BSMS	Teacher
Dawn Neely	HES	Principal
Joni Hennessy	RLMS	Parent
Josh Patterson	OES	Principal
Glenda Brown	DO	SD Coordinator
Ruth Ann Tennyson	BSHS	AP

Sherril Dawkins
Tom Ezell
Bethany Morin

RLMS
CHS
CSF

Teacher
Principal
Teacher

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<http://www.ed.gov/technology/netp-2010>

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http://www.iste.org/Content/NavigationMenu/NETS/ForStudents/NETS_for_Students.htm

ISTE 2000. *ISTE's Educational Technology Standards for Teachers*. Available for download, under terms of agreement at
http://www.iste.org/Content/NavigationMenu/NETS/ForTeachers/NETS_for_Teachers.htm

Appendix 1: Teacher Technology Proficiency Proviso Professional

Spartanburg School District Two Teacher Technology Proficiency

In accordance with Proviso 1.40, Spartanburg County School District Two will use the teacher's technology goal for their Goals-based Evaluation; the teacher's lesson plans to include technology and a district-developed evaluation tool to endorse teacher proficiency in the area of technology. In order to help both educators and their students achieve the technology goals indicated in the District Technology Plan, teachers and students will demonstrate the use of technology as described in the ISTE standards and Common Core required skills. The professional development plan for teachers in our school district includes the following:

- I. **Standards** – SCSD2 has adopted the most current ISTE Teacher Technology Standards (NETS for Teachers 2008). These standards as they apply to educators in Spartanburg School District Two address five competency areas. These areas include facilitating and inspiring student learning and creativity, designing and developing digital-age learning experiences and assessments, promoting and modeling digital citizenship and responsibility, and engaging in professional growth and leadership.

- II. The following **professional development offerings** in the area of technology are available to our teachers and administrators on a rotating semester basis including fall, spring, and summer. These offerings address technology content knowledge. Each class is offered at least once per academic year; most are offered 2 or 3 times depending on interest and need. An outline for each course is included in the technology plan. Workshops are offered based on the technology needs in the district. Professionals are brought into the district when a new technology is purchased. School year 2012-2013 Apple trained our administrators, coaches and lead teachers on the use of Macbookss and iPads as an administrator, curriculum developer and teacher in the classroom.

Workshops offered by Spartanburg School District Two include but are not limited to:

IPad Beginning & Advanced through Converse College
Beginning Computer 101 & Accessories
Internet Resources for the Classroom
Email, Scheduling, and Calendar using Outlook
PowerPoint
Web Page Design
Excel
Digital Storytelling
Promethean ActivInspire training.
Microsoft Office
Podcasting
Emerging Technology Sampler
Wow Student with Multimedia
MS Publisher
Webquests
Discovery Quiz/Assignment Builder

All district classes run for 6 weeks and meet 2.5 hours per session. Each course represents 15 direct contact hours of instruction. Classes are scheduled in varying school computer labs throughout the district as well as in the District Office. Graduate Classes meet the required number of sessions and hours.

Assessment of the Teacher Mastery Level in Technology– Teachers up for recertification who are not **Mastery in Technology** will be evaluated using a district created evaluation rubric. The teacher’s lesson plan and goal in their GBE will be a part of this evaluation.

Mastery Endorsement – Teachers who demonstrate **Mastery in Technology** in their recertification year will be marked proficient in the PCS state software each June.

Measurement – Spartanburg Two will measure improvement in the percentage of teachers who are **Mastery in Technology**.

Remediation for Developing Level Teachers– Teachers who have difficulty meeting the technology **Mastery endorsement** will be encouraged to challenge themselves by taking workshops and courses to improve their technology use and understanding as described in the ISTE and Common Core State Standards. Special sessions on specific topics will be planned for teachers and administrators who experience difficulty in achieving standard. Teachers’ goal-based evaluations will reflect the need for obtaining technology proficiency and remediation as necessary.

III. TIMELINE

Activity	Responsible	Date
Revised course offerings made available to teachers	Glenda Brown, Director of Staff Development	Ongoing
Expectations for teacher technology competency	Trisha Meadows, Director of Instructional Technology	Ongoing
Technology Proficiency Re-communicated to teachers/staff	Directors of Instructional Technology and Staff Development	Ongoing
Collection for a database to include attendance and participation in coursework & portfolios toward proficiency requirements	Glenda Brown, Director of Staff Development Trisha Meadows, Director of Instructional Technology	Ongoing
Remediation for Developing Teachers	Trisha Meadows, Director of Instructional Technology Jason Paddock, Instructional Technology Coordinator	As Needed

IV. District Contact

Name: Trisha Meadows
Title: Director of Instructional Technology
District: Spartanburg School District Two
Mailing Address: 3231 Old Furnace Road
City, State, Zip: Chesnee, SC 29316
Phone number: (864) 578-0128
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E-mail address: Trisha.Meadows@Spartanburg2.k12.sc.us
Date plan updated: September 30, 2013

Course Description

Technology Training for Spartanburg School District Two

The purpose of these courses is to offer technology-specific short courses for teachers during the school year and summer. The short courses take place in computer labs where teachers are provided "hands-on" instruction in the use and application of classroom-relevant technology solutions. Courses are taught by computer-proficient educators who understand classroom applications.

The overall course objective is to provide teachers with the prerequisite skills to use and integrate technology effectively into classroom instruction. This objective implies mastery of an understanding of a) hardware and software b) specifics of software manipulation and c) the most effective techniques of applying software to the classroom environment. Individual short-course options each have specific objectives and performance dimensions that pertain to that content.

The course objectives incorporate the ISTE National Education Technology Standards and Performance Indicators which have been advocated by the State and adopted by Spartanburg School District Two. The current district strategic plan contains a component for teacher technology training with the goal of providing classroom-relevant technology instruction for all district teachers. Our district plan provides an outline of a detailed technology curriculum and expectations for all teachers. The courses are an integral part of that plan.

Course participants will meet for a total of 15 contact hours per course. Instruction is "hands-on" with teachers working at computers and instructors using an LCD projector or Promethean board for presentation purposes. Teachers meet individual performance standards, collaborate on projects, and develop student assignments as appropriate using learned techniques. Group size is monitored to allow maximum participation and interaction with the instructor and other participants. Each mini-course is supported by a summative evaluation which queries the teacher regarding effectiveness and relevance of the course.

Follow-up courses are offered during the summer to allow teachers to continue to expand on earlier knowledge. The on-going district technology program includes regular revisions and updates to allow teachers to progress along a continuum of ever greater skill in technology use and classroom application.

Evaluation Procedures

All courses are evaluated on the basis of successful completion of class projects, daily assignments, and fulfillment of performance dimensions. The grading scale is as follows:

90-100	A
85-89	B+
80-84	B
75-79	C+
70-74	C
69 or below	F
Excessive absence	NC (no credit)

Teachers are allowed only one absence per short-course and are required to complete make-up work and display content competency associated with that absence.

**Technology Training Workshop
Technology Developing Level
Spartanburg District 2 Schools**



Course Goal: This workshop is the beginning level of training. Participants learn the basics of computers operations and concepts as indicated by the Level I ISTE teacher standards. The teacher will demonstrate a sound understanding of technology operations and concepts.

Level I	NETS Standard 1	System Operation Skills
	1.a	Start up and shut down computer system and peripherals <ul style="list-style-type: none"> • Identify a computer system • Define and describe peripherals • Start up and safely shut down a computer
	1.b	Identify and use icons, menus, and shortcuts on the desktop
	1.c	Select and start an application and create a document
	1.d	Name, save, retrieve, and revise a document <ul style="list-style-type: none"> • Open documents from various file locations • Rename documents • Create folders • Save documents to folders • Copy and paste documents from one location to another • Print documents
	1.e	Use printing options <ul style="list-style-type: none"> • Print current page • Print certain pages ex. 1 – 5 • Print to fit
	1.f	<ul style="list-style-type: none"> • Insert CD-ROM and find files on CD-ROM
	1.g	Use the mouse right and left click options
	1.h	Copy document from one location to another ex. Harddrive to flash drive
	1.i	Create and name/ rename subdirectories/ folders
	1.j	Save, open, close, and place documents inside subdirectories/ folders
	1.k	Save to desktop, flash drive and my documents
	1.l	Open and work with more than one application at a time
	1.m	Close all programs and safely shut down the computer
Level I	NETS Standard 2	Basic Hardware
	2.a	Setup computer system and connect peripheral devices including mouse, keyboard, and printer
	2.b	Protect and care for CD-ROMS and flash drives
	2.c	Observe a clean work environment when using technology equipment
	2.d	Make backup copies of key application and documents
	2.e	Use self-help resources to diagnose and correct common hardware/ printing problems
Level I	NETS Standard 3	Word processing/desktop publishing
	3.a	Enter, edit, cut, copy, paste and move a block of text
	3.b	Save and Save As, open, preview, and print documents
	3.c	Change text format and style, set margin, line spacing, tabs
	3.d	Check spelling, grammar, and word usage
	3.e	Create a header or footer
	3.f	Insert date, time, page number
	3.g	Create numbered or bulleted lists
	3.h	Insert clip art into document

Level I	NETS Standard 4	Internet Browser
	4.a	Connect, login, retrieve a document, save a document to a specified location
	4.b	Start the browser to access "home page"
	4.c	Type a specific URL on the address line and go to a specific web site
	4.d	Add a URL to a "favorites" or "bookmarks" list
	4.e	Access a "search engine" (Yahoo, Lycos, etc.) and find sites related to a specific topic
	4.f	Explain terms such as local area network, wide area network, access rights, security passwords, file server, acceptable use policy
Level I	NETS Standard 5	Telecommunications
	5.a	Connect to the Internet
	5.b	Use Electronic Mail (compose, send, retrieve, read, respond)
	5.c	Access and use resources on Internet and World Wide Web.
	5.d	Attach a file and send as electronic mail
	5.e	Create and use group addresses for electronic mail
Level I	NETS Standard 6	Presentation/ Multimedia
	6.a	Create a presentation using presentation software. Be aware of templates and wizards available.
	6.b	Create electronic slides
	6.c	Add and format text, backgrounds, graphics and picture to a slide or presentation
	6.d	Use the slide sorter view to arrange slides
	6.e	Run a presentation for an audience
	6.f	Connect a video output device (LCD projector) to computer for large screen display
Level I	NETS Standard 7	Instructional Applications
	7.a	Coordinate use of hardware, software, and peripheral devices within the classroom
	7.b	Teach, support, and supervise student use of technology
	7.c	Integrate technology resources into lessons and learning activities
	7.d	Integrate local information resources into lessons and learning activities
	7.e	Integrate Internet resources into lessons and learning activities
	7.f	Actively encourage and provide student use of all technology resources

- I. **Software:**
Microsoft Word 2007
Internet
Outlook
PowerPoint 2007
Other software and materials as needed
- II. **Materials:**
Teacher-Made Tutorials and activities
- III. **Supplies Needed:**
Flash Drive for Storing Files

Technology Training Workshop
Technology Mastery Level
Spartanburg District 2 Schools



I. Descriptive Information:

Course Goal: This workshop is the intermediate level of training. Participants learn Technology Operations and Concepts, Planning and Designing Learning Environments and Experiences, Teaching, Learning, and the Curriculum, Assessment and Evaluation, Productivity and Professional Practice, and Social, Ethical, Legal and Human Issues as indicated by the ISTE teacher standards.

Level II 2000	NETS Standard 1	Technology Operations and Concepts
	1.a	Demonstrate introductory knowledge, skills, and understanding of concepts related to technology as described in the ISTE 2007 Standards for Students
	1.b	Demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies
	NETS Standard 2	Planning and Designing Learning Environments and Experiences
	2.a	Design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners
	2.b	Apply current research on teaching and learning with technology when planning learning environments and experiences
	2.c	Identify and locate technology resources and evaluate them for accuracy and suitability
	2.d	Plan for the management of technology resources within the context of learning activities
	2.e	Plan strategies to manage student learning in a technology-enhanced environment
Level II	NETS Standard 3	Teaching, Learning, and the Curriculum
	3.a	Facilitate technology-enhanced experiences that address content standards and student technology standards
	3.b	Use technology to support learner-centered strategies that address the diverse needs of students
	3.c	Apply technology to develop students' higher-order skills and creativity
	3.d	Manage student learning activities in a technology-enhanced environment
Level II	NETS Standard 4	Assessment and Evaluation
	4.a	Apply technology in assessing student learning of subject matter using a variety of assessment techniques.
	4.b	Use technology resources to collect and analyze data, interpret results, and communicate finding to improve instructional practice and maximize student learning.
	4.c	Apply multiple methods of evaluation to determine students' appropriate use of technology resources for learning, communication, and productivity
Level II	NETS Standard 5	Productivity and Professional Practice
	5.a	Use technology resources to engage in ongoing professional development and lifelong learning

	5.b	Continually evaluate and reflect on professional practice to make informed decisions regarding the use of technology in support of student learning
	5.c	Apply technology to increase productivity
	5.d	Use technology to communicate and collaborate with peers, parents, and the larger community to nurture student learning.
Level II	NETS Standard 6	Social, Ethical, Legal, and Human Issues
	6.a	Model and teach legal and ethical practice related to technology use
	6.b	Apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities
	6.c	Identify and use technology resources that affirm diversity
	6.d	Promote safe and healthy use of technology resources
	6.e	Facilitate equitable access to technology resources for all students

**Technology Training Workshop
Technology Mastery Level 2008 NETS
Spartanburg District 2 Schools**



i. Descriptive Information:

Course Goal: This workshop provides participants with advanced applications and additional practice and reinforcement for the Mastery Level of skill for the Teacher Technology Proficiency.

Level III 2008	NETS Standard 1	Facilitate and Inspire Student learning and Creativity
	1.a	<p>Promote, support and model creative and innovative thinking and inventiveness</p> <ul style="list-style-type: none"> • I use technology to design student projects that require higher-level thinking skills • I am aware of Bloom's Taxonomy and use it to create digital lessons that require higher-level thinking skills
	1.b	<p>Engage students in exploring real-world issues and solving authentic problems using digital tools and resources</p> <ul style="list-style-type: none"> • I can identify the technology skills and competencies future graduates will need to successfully participate in society • I promote and can model emerging technologies such as podcasting, blogging, Skype, etc. • I can direct students to online tutorials and learning resources
	1.c	<p>Promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes</p> <ul style="list-style-type: none"> • I can promote student reflection using collaborative technology tools such as blogging, Skype, wikis, and other emerging technologies
	1.d	<p>Model collaborative knowledge construction by engaging in learning with students, colleagues, and other in face-to-face and virtual environments</p> <ul style="list-style-type: none"> • I can model collaborative knowledge construction by engaging in learning with students, colleagues and others in face-to-face and/or virtual environments.
Level III	NETS Standard 2	Design and Develop Digital-Age Learning Experiences and Assessments
	2.a	<p>Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity</p> <ul style="list-style-type: none"> • I can design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity. • In my class, I can model the use of digital tools and software to develop real life situations using tools and software such as Google Sketchup, Excel spreadsheets, MS Paint, Inspiration, Thinking Maps, etc.
	2.b	<p>Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress</p> <ul style="list-style-type: none"> • I can develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress such as web quests, research-based assignments, etc.

	2.c	<p>Customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources</p> <ul style="list-style-type: none"> • I can use technology resources to collect and analyze data, interpret results, and communicate finding to improve instructional practice and maximize student learning. • I use data to differentiate instruction in my classroom.
Level III	2.d	<p>Provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching</p> <ul style="list-style-type: none"> • I can use a computerized information system to keep track of basic student data and information. • I can create assessments using tools such as rubrics, checklists, and benchmarks that allow me to objectively determine the quality of student work.
Level III	NETS Standard 3	Model Digital-Age Work and Learning
	3.a	<p>Demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations</p> <ul style="list-style-type: none"> • I can demonstrate fluency in the use of technology systems • I transfer current knowledge to new technologies and situations
	3.b	<p>Collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation</p> <ul style="list-style-type: none"> • I use collaborative digital tools and resources to communicate with peers, parents, and community that supports student success and innovation
	3.c	<p>Communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats</p> <ul style="list-style-type: none"> • I can use a variety of digital-age media and formats to communicate relevant information and ideas effectively to students, parents and peers such as email, web pages, blogs, and newsletters
	3.d	<p>Model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning</p> <ul style="list-style-type: none"> • I model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning.
Level III	NETS Standard 4	Promote and Model Digital Citizenship and Responsibility
	4.a	<p>Advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources</p> <ul style="list-style-type: none"> • I am aware and promote the Copyright and Fair Use Guidelines for Teachers. • I advocate and model safe, legal, and ethical use of digital information and technology. I am aware and promote the SC K-12 Cyber Safety Standards • I model and advocate the appropriate documentation of sources used for research
	4.b	<p>Address the diverse needs of all learners by using learner-centered strategies and providing equitable access to appropriate digital tools and resources</p> <ul style="list-style-type: none"> • I address the diverse needs of all learners • I provide equitable access to appropriate digital tools and resources

	4.c	<p>Promote and model digital etiquette and responsible social interactions related to the use of technology and information</p> <ul style="list-style-type: none"> • I promote and model digital etiquette and responsible social interactions related to the use of technology and information
	4.d	<p>Develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital-age communication and collaboration tools.</p> <ul style="list-style-type: none"> • I model cultural understanding and global awareness • I use digital-age communication and collaboration tools to promote and develop cultural understanding and global awareness
Level III	NETS Standard 5	Engage in Professional Growth and Leadership
	5.a	<p>Participate in local and global learning communities to explore creative applications of technology to improve student learning</p> <ul style="list-style-type: none"> • I participate in local and global learning communities to explore creative applications of technology to improve student learning
	5.b	<p>Exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others</p> <ul style="list-style-type: none"> • I exhibit leadership in my school by demonstrating a vision of technology infusion into the curriculum of all subjects. • I collaborate with my peers in the continued development of technology skills in our building and community
	5.c	<p>Evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning</p> <ul style="list-style-type: none"> • I stay abreast of current technology and research so that I make effective use of digital tools in support of student learning.
	5.d	<p>Contribute to the effectiveness vitality and self-renewal of the teaching profession and of their school and community.</p> <ul style="list-style-type: none"> • I contribute to the vitality and my self-renewal of my teaching profession
Level III Terms		<p>Podcasting, vodcasting, Skype, webcam, streaming, webpage, simulation software, browser, blog, virtual environments, freeware, shareware, Acceptable Use Policy, copyright, fair use, equitable access, word processing, database, graphics, spreadsheets, presentation software, design themes, templates, storyboard, virtual reality, web publishing, citing references, plagiarism, author bias, anatomy of a web address, spreadsheet terminology, types of charts and their appropriateness, science probes, telecomputing, photo editing, desktop publishing, scanner, upload, download and transfer,</p>



Preparing the Ideal Educator

Diversity • Instruction • Technology • Content
Assessment • Management • Professionalism

A Professional Education Syllabus

Edu: 570.Z2 : iPad Apps for Enhancing Education - Beginners

Instructor: Lori Arledge

E-mail Addresses: lori.arledge@spart5.net

Location of Class: Boiling Springs Middle School

Dates: October 7 – November 11

The Conceptual Framework

The “Ideal” Educator

All Converse College courses in professional education are designed to help the student meet the goals established in the Conceptual Framework. That framework follows from the “Founder’s Ideal,” in which Dexter Edgar Converse said his desire was that Converse students “may be enabled to see clearly, decide wisely, and to act justly.” Those three “towering” ideas are at the heart of the Conceptual Framework guiding instruction in all Converse professional education courses, both undergraduate and graduate. These ideas define our concept of The “Ideal” Educator.

The Institutional Standards

Professional education courses and experiences, combined with liberal arts courses, are designed to promote the acquisition of *knowledge, skills, and dispositions* essential for The “Ideal” Educator. These learning outcomes are embodied in the following “Institutional Standards” that are met through the instructional program, including this course.

The “Ideal” Educator:

1. Demonstrates knowledge of and respect for individual differences by differentiating instruction for the diverse needs of all learners.
2. Demonstrates knowledge of and competence in innovative instructional strategies.
3. Demonstrates knowledge of content and standards by integrating them into planning and instruction.
4. Demonstrates knowledge of technology and the value of its use by integrating it into a variety of areas.
5. Demonstrates knowledge of and competence in assessment and evaluation of students, instruction, and self through the utilization of informal and formal methods.
6. Demonstrates skills in management.
7. Demonstrates a positive attitude toward professionalism.

The Honor Code

The Honor Code applies to all Converse students. Any observed cheating must be reported. See the undergraduate or graduate student handbook for policies and procedures relating to violations of the Honor Code.

Academic Accommodations

Students with documented disabilities may request academic accommodations by contacting the Director of Academic Support at 864-577-2028 (ext. 2028 on campus).

Text : There is no required text for this course. Internet articles and information about various iPad applications and resources will be provided.

Course Description: This course introduces participants to advanced iPad applications including resources and free applications that can be used to incorporate technology into K-12 curriculums while addressing common core curriculum and technology standards. While addressing BYOD (Bring Your Own Device) and apps that can be used as tools in multiple classes and subjects, various apps to aid in student collaboration and creation will also be introduced.

Context: Participants will gain realistic experience in learning to use advanced iPad applications and resources.

Process: This course will focus on utilizing a variety of advanced iPad applications and resources. iPads and various iPad applications and resources will be used to enhance curriculums. Participants will create projects, design instruction, and compile information using iPads, iPad applications, and iPad resources.

Content: This professional development experience focuses on meeting common core curriculum and NETS standards while integrating iPads and iPad applications and resources to enhance instruction and develop up-to-date technology skills.

Course Goals, Objectives & Outcomes:

Goals/Objectives	Outcomes
1. To introduce participants to advanced rich resources, learning activities and iPad applications made available by Apple that can help in curriculum planning and technology integration. Activities that will allow collaboration among teachers and students will also be explored.	Teachers will plan curriculum content using iPad technology integrated activities. Teachers will use various iPad apps to incorporate iPads and iPad applications and resources into the classroom.
2. To encourage participants to effectively explore and collect iPad resources that are available and can be used to enhance existing curriculums and aid in student collaboration.	Participants will plan activities to incorporate iPads and iPad applications and resources into their curriculums that will aid in collaboration and creation of new information.
3. Teachers will learn research-based instructional strategies for integrating iPad technology and iPad applications and resources while addressing common core standards and the different levels of Bloom's Taxonomy.	Teachers will review technology standards and consider how iPad technology can support common core curriculum standards and address all levels of Bloom's Taxonomy.

Course Requirements & Aligned State and/or National Standards

Requirements	% of grade or points	ADEPT performance standards	NBPTS core propositions	PADEPP standards
1. Class Attendance	20			
2. Demonstration of proficiency in using an iPad, iPad applications, and resources to enhance and extend learning.	10	APS #2 APS #3 APS #5	#2	
3. Satisfactory completion of assigned curricular projects.	50	APS # 5 APS #6	#2	
4. Designing instruction to incorporate iPads and iPad applications and resources.	20	APS #5	#2	

Grading Scale

A = 95-100	A- = 90-94	B+ = 87-89
B = 84-86	B- = 80-83	C+ = 77-79
C = 74-76	C- = 70-73	F = 0-69

The state stipulates that in order to receive three renewal credits for the course, the participant must earn an overall grade of A or B.

Clinical/field work: No clinical or field work required.

Assessments/Scoring Guides:

PROJECT TITLE	POINTS	DUE Date
Notetaking Apps- Notability, Evernote, Skitch	10	
Create a sample student assessment or tutorial using a whiteboard app called Explain Everything	5	Oct. 7
Create an App Bank for each CCSS or for each level of Blooms Tax to correlate with subject matter	5	Oct. 28
iMovie – create a movie using iMovie with a minimum of 10 photos and 1 video clip	15	Oct. 26
QR Codes – create a curriculum activity using QR codes that demonstrates the use of a link to an audio file and a link to a dropbox file	10	Oct. 28
Edmodo – create a group for students, parents, or teachers and post a note, an alert, and a survey.	5	Oct. 7
Create a NearPod Presentation	15	Nov. 4
ResearchTopic (5 references) Lead a class discussion on the assigned topic	10	Nov. 11
Live Binder of iPad Resources – include a video, pdf file and a document.	15	Nov. 11
Presentation on evaluated App specifically for the use with BYOD	10	Nov. 11
Attendance Monday, October 7	10	
Attendance Monday, October 14	10	
Attendance Monday, October 21	10	
Attendance Saturday, October 26	40	
Attendance Monday, October 28	10	
Attendance Monday, November 4	10	
Attendance Monday, November 11	10	

Reflection Opportunities: Creating a lesson plan incorporating iPad applications and resources will provide participants an opportunity to reflect on what they have experienced and learned in the course.

Class Schedule of Meetings and Assignment Due Dates:

Monday, October 7	Syllabus, registration, class information, introductions. Revisit iPad settings and discuss various Multi-Purpose Tools such as iTranslate, Dictionary, Calculator, Thesaurus, Grader, etc. Go over various whiteboard apps and ways they can be used by teachers and students. Create a tutorial or student assessment using a whiteboard app called Explain Everything Edmodo will be revisited and students will create a group for students, parents, or teachers and post a note, an alert, and a survey.	Assignments Due: Explain Everything Edmodo Group
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Monday, October 14	Live Binder will be introduced and a video shown. Instructor will share various Live Binders and how to navigate the website. Students will explore the Live Binder library and search for curriculum binders that correlate with their curriculums. Students will then create their own Live Binder and place contents such as documents, web sites, pdf files, and videos within their Live Binder. Various apps will be shared by the teacher and the students. An app evaluation form will be shared and discussed.	Assignments Due:
Monday, October 21	Note taking Apps will be shared and explored such as Evernote, Notability, Subtext, etc. The various add-on tools for Evernote will be shared and students will create at least 3 notebooks and begin adding content. Instructor will discuss interaction within the classroom and demonstrate tools for teachers to use interactively. Apps such as Socrative, Remind 101, Poll Anywhere, Dragon Dictation, Learnist, Kidblog, Ask3, Showbie, Penultimate, and Pearltrees. Students will practice using teacher tools within small groups in the class.	Assignments Due: Research Topic chosen
Saturday, October 26	Discovery Education - Presentation by ETV iMovie – Students will create an iMovie using their photos and videos	Assignments Due: iMovie
Monday, October 28	QR Codes – Students will create QR Codes that will link to a Dropbox file and an audio file. Converters that may be needed will be shared and the instructor will share various QR Code sites and ways to use QR Codes in the classroom.	Assignments Due: QR Codes App Bank
Monday, November 4	Nearpod – The instructor will demonstrate how to use and create a Nearpod presentation. Students will then take curriculum information and create a presentation within Nearpod to use with their students. Other apps with similar functions will also be shared such as MimioMobile.	Assignments Due: Nearpod Presentation
Monday, November 11	Students will present an app that they have evaluated and that can be used with BYOD (on multiple devices). They will also share their research information about iPads in Education.	Assignments Due: Live Binder Evernote Notebooks Presentation/Research

Technology Resources: A classroom Apple TV and a LCD projector. Wi-fi to connect iPads to the Internet. Access to various iPad applications.

Projects for Outside Work:

1. Students will create a LiveBinder and add a variety of resources to the Live Binder for a specific curriculum topic. Live Binders will also be searched for and added to the student bookshelf.
2. APP Evaluation Form – Students will complete 2 app evaluation forms for 2 selected apps in their app bank.
3. Creation of a Bloom's List of Apps to target each level of Blooms.
4. App Bank - List apps specifically to address each of your grade level common core state standards.
5. Research a chosen topic concerning iPads in education and write a paper using at least 5 references. (ex. iPads and Autism, iPads in Physical Education, The Pros and Cons of Using iPads in the Classroom, iPads and Special Needs Apps, iPads in Kindergarten, iPads in High School, Addressing BYOD with iPads and other devices).



Preparing the Ideal Educator

Diversity • Instruction • Technology • Content
Assessment • Management • Professionalism

A Professional Education Syllabus

Edu: _____ : iPad Apps for Enhancing Education - Advanced

Instructor: _____ Lori Vinson

E-mail Addresses: _____ lori.vinson@spart5.net

Location of Class: Boiling Springs Middle School

Dates: September 12 – October 17

The Conceptual Framework

The “Ideal” Educator

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5. Demonstrates knowledge of and competence in assessment and evaluation of students, instruction, and self through the utilization of informal and formal methods.
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Academic Accommodations

Students with documented disabilities may request academic accommodations by contacting the Director of Academic Support at 864-577-2028 (ext. 2028 on campus).

Text : There is no required text for this course. Internet articles and information about various iPad applications and resources will be provided. The instructor will share the book *Tips and Tricks iPad Secrets* for the iOS 6 operating system.

Course Description: This course introduces participants to using an iPad and to numerous iPad applications including resources and various applications that can be used to incorporate technology into K-12 curriculums while addressing common core curriculum standards and technology standards.

Context: Participants will gain practical experience in learning to use iPads and iPad applications and resources.

Process: This course will focus on becoming familiar with a variety of iPad applications and resources. iPads and various iPad applications and resources will be used to enhance curriculums. Participants will create projects, design instruction, and compile information using iPads, iPad applications, and iPad resources.

Content: This professional development experience focuses on meeting common core curriculum and NETS standards while integrating iPads and iPad applications and resources to enhance instruction and develop up-to-date technology skills.

Course Goals, Objectives & Outcomes:

Goals/Objectives	Outcomes
4. To introduce participants to the rich resources, learning activities and iPad applications made available by Apple that can help in curriculum planning and technology integration.	Teachers will plan curriculum content using iPad technology integrated activities. Teachers will use Internet research for lesson plan ideas to incorporate iPads and iPad applications and resources.
5. To encourage participants to effectively explore and collect iPad resources that are available on the Internet that can be used to enhance existing curriculums.	Participants will plan activities to incorporate iPads and iPad applications and resources into their curriculums.
6. Teachers will learn research-based instructional strategies for integrating iPad technology and iPad applications and resources.	Teachers will review technology standards and consider how iPad technology can support common core curriculum standards.

Course Requirements & Aligned State and/or National Standards

Requirements	% of grade or points	ADEPT performance standards	NBPTS core propositions	PADEPP standards
5. Class Attendance	20			
6. Demonstration of proficiency in using an iPad, iPad applications, and resources to enhance and extend learning.	10	APS #2 APS #3 APS #5	#2	
7. Satisfactory completion of assigned curricular projects.	50	APS # 5 APS #6	#2	
8. Designing instruction to incorporate iPads and iPad applications and resources.	20	APS #5	#2	

Grading Scale

A = 95-100	A- = 90-94	B+ = 87-89
B = 84-86	B- = 80-83	C+ = 77-79
C = 74-76	C- = 70-73	F = 0-69

The state stipulates that in order to receive three renewal credits for the course, the participant must earn an overall grade of A or B.

Clinical/field work: No clinical or field work required.

Course Assignments:

PROJECT TITLE	POINTS	DUE Date
Use Symbaloo, a social bookmarking site, to create a web mix of resources related to iPad use in the classroom	15	Thursday, October 5
Use of iPad Tools, Settings, and Built-In Apps	5	Thursday, September 12
Create a demonstration using a whiteboard app like ShowMe, Educreation, Idea Boards, TEACH, etc.	10	Thursday, September 19
Write a lesson plan integrating iPads in the curriculum while addressing Common Core Curriculum Standards and ISTE Standards	15	Thursday, October 17
Photo Presentation– create a slideshow or video presentation with a minimum of 10 photos	10	Thursday, September 26
Pinterest - Create at least 5 pin boards in Pinterest and pin relevant educational resources including iPad information and resources	10	Thursday, September 26
QR Codes – create QR codes to be used in a classroom activity. QR Codes can link to a school webpage or classroom webpage, a business card or a QR code scavenger hunt.	10	Thursday, October 10
Face Time with a student from class or the instructor	5	Thursday, September 12
Research Articles (5) Write a synopsis for each article.	15	
Create a Flipboard containing at least 5 relevant educational categories	5	Thursday, October 10
Attendance Thursday, September 12	10	
Attendance Thursday, September 19	10	
Attendance Thursday, September 26	10	
Attendance Thursday, October 3	10	
Attendance Saturday, October 5	40	
Attendance Thursday, October 10	10	
Attendance Thursday, October 17	10	

Reflection Opportunities: Creating a lesson plan incorporating iPad applications and resources will provide participants an opportunity to reflect on what they have experienced and learned in the course.

Class Schedule of Meetings and Assignment Due Dates:

<p>Thursday, September 12</p>	<p>Syllabus, Registration, Classroom Information, Assignments, etc. iPad Project Overview – share presentation from Ed Tech. to explain new digital device technology Settings – go over various settings such as accessibility, keyboards, multitasking gestures, restrictions, software updates, etc App Store iTunes account Built-in Apps: Contacts, Notes, Messages, Reminders, Calendar, Clock, Maps, Videos, Game Center, Photo Booth, Newsstand, Music, Photos, Camera, etc. Safari Internet Browser: Bookmarking sites, Adding to Home Screen, and Adding to Reading List FaceTime - Students will use FaceTime to contact another student in class Bells and Whistles of the iPad – Share tutorials and iPad Secrets App Various whiteboard apps to use as tutorials/assessments will be introduced including Educreations, Showme, TEACH, and Idea Boards. Students will search the library for within each app to locate demonstration lessons to use in their curriculum. They will then create a whiteboard demonstration lesson to address an area of their curriculum.</p>	<p>Assignments Due: FaceTime</p>
<p>Thursday, September 19</p>	<p>Various whiteboard apps to use as tutorials/assessments will be introduced including Educreations, Showme, TEACH, and Idea Boards. Students will search the library for within each app to locate demonstration lessons to use in their curriculum. They will then create a whiteboard demonstration lesson to address an area of their curriculum. Introduce Symbaloo Social Bookmarking. Students will explore the Gallery and locate webmixes relevant to their curriculum to save to their account. Students will also create a webmix for a curriculum topic and create a minimum of 10 tiles on their webmix.</p>	<p>Assignments Due: Whiteboard App Demonstration</p>
<p>Thursday, September 26</p>	<p>Students will take photos and record video clips using the iPad. They will then create a project using the photos and video clips in a photo album or Animoto. Students will search Pinterest for curriculum resources and iPad resources. Students will create a minimum of 3 boards and post pins for Common Core Standards, Curriculum Resources, iPad Resources, and other relevant curriculum information to the individual boards. Various blogs with iPad resources will be introduced. Instructor will share various apps and resources that provide information on app reviews. Students will participate in a “speed dating” activity where they explore various apps with a group.</p>	<p>Assignments Due: Pinterest Boards Photo Album/Animoto</p>
<p>Thursday, October 3</p>	<p>Presentation on iPad Apps Educators Can't Live Without! Instructor will share various educational game apps for specific curriculum areas and students will share among grade level groups. Students will create folders of educational games and apps and organize their apps into folders. Students will complete the 3-2-1 worksheet to allow the instructor to assess and cover any areas in need of clarification or instruction</p>	<p>Assignments Due:</p>
<p>Saturday, October 5</p>	<p>ETV will present Streamline SC and using iCabMobile to download and play videos from Streamline on an iPad or other device. Searching techniques and the builders within Streamline will also be demonstrated. Resources for iPads and iPad applications will be stored on Symbaloo throughout the course and completed to share by this date.</p>	<p>Assignments Due: Symbaloo</p>
<p>Thursday, October 10</p>	<p>Students will be introduced to Flipboard and then will create a Flipboard with categories related to their curriculum. Bloomin Apps which addresses Bloom's Taxonomy and various apps that address the different levels of Blooms. Students will be introduced to QR Codes. They will scan QR codes with an iPad that</p>	<p>Assignments Due: Flipboard QR Codes</p>

	are placed on various products throughout the classroom. Students will visit a website to create QR codes linking to a various items such as a website, text, sms message, etc.	
Thursday, October 17	A lesson plan will be created incorporating iPad applications and resources and both common core curriculum and NETS standards and completed to share on this date. Students will present an iPad application that can be used in education.	Lesson Plan Application Presentation Research Articles

Technology Resources: A classroom with Apple TV and a LCD projector. Wi-fi to connect iPads to the Internet. Access to various iPad applications and websites.

Projects for Outside Work:

1. Develop a lesson plan addressing Common Core State Standards, ISTE Standards, and integrating iPad apps
2. Research and locate articles addressing the use of iPads in education and write a synopsis of each of the 5 research articles
3. Create a webmix for iPad resources using Symbaloo social bookmarking and add a minimum of 10 sites to the webmix
4. Prepare for a 5 minute class presentation to share a newly discovered iPad app relevant to your curriculum
5. Research subject and grade level appropriate apps and add a minimum of 10 apps to organized iPad folders

**Technology Training Workshop
Microsoft Access 2007
Mastery Level Workshop
Spartanburg District 2 Schools**



Prerequisite: Basic skill in Access 2007 software

I. Descriptive Information:

Course Goal: This course is designed to acquaint participants with the use of Microsoft's database management system. Course participants will learn to input, edit, and verify data as well as sort, find, analyze, and report on information in the database.

II. Objectives:

- o Participants will create fields for their database in tables and will become familiar with datasheet and design views.
- o Participants will view created fields in forms and make necessary changes to the database using design view. Participants will enter data into the database in form view and become familiar with the term "record".
- o Participants will find and replace records using the table and form in design and datasheet views.
- o Participants will create queries based on their tables and form.
- o Participants will print reports based on their tables and queries.
- o Participants will create a letter in Microsoft Word and create a mail merge using their Access database.
- o Participants will create their own database using the knowledge and information from the above requirements.

**III. Software used:
Microsoft Access 2007**

**IV. Supplies needed:
Flash drive for saving files
Handouts**

**Technology Training Workshop
Internet Resources for the Classroom
Mastery Level Workshop
Spartanburg District 2 Schools**



I. Descriptive Information:

Course Goal: This workshop provides teachers with a broad overview of the Internet and its application as an educational resource in the curriculum.

Prerequisites: Basic knowledge of Microsoft Word and Computer Operations and Concepts.

II. Objectives:

- History of the Internet.
- Understand terminology such as local area network, wide area network, access rights, security passwords, file server, and acceptable use policy.
- Access and log onto the Internet with browser software.
- Locate web sites through search engines.
- Search Engine Evaluation
- Find and Save a document to a specified location.
- Type a specific URL on the address line and go to a specific web site.
- Understand Author Bias and the Web Address
- Understand author and site validation
- Use the Link command to find Internet Sleuths
- Mapping the Internet
- Bookmark favorite web sites and copy them to secondary storage devices.
- Copy and paste text and graphics from the web into a word processing document.
- Explore and navigate the Internet.
- Demonstrate citing sources from the Internet
- Discuss the District Two Acceptable Use Policy (AUP).
- Locate classroom resources available on the Internet.
- Demonstrate proficiency by creating a project integrating the Internet into your curriculum.
- Attend each workshop and satisfactorily complete all activities and assignments.
- Earn a certificate stating that the objectives and requirements of the workshop have been satisfactorily met.

III. Software:

Microsoft Word
Internet Explorer

IV. Materials:

Teacher-made tutorials and activities
Teacher Reference *Empowering Students with Technology*, Alan November 2001

V. Supplies:

A flash drive is needed for storing files

**Technology Training Workshop
Email, Scheduling, and Calendar with Outlook
Developing Level Workshop
Spartanburg District 2**



I. Descriptive Information:

Course Goal: The purpose of this workshop is to train teachers to manage their email and schedule events with Microsoft Outlook software.

Prerequisites: Basic word processing skill

II. Objectives:

- Learn the basics of the Calendar application and become familiar with Outlook terminology
- Use the Calendar view
- Schedule appointments and events
- Change Calendar settings
- Use Outlook Mail to manage your email
- Create Groups in Outlook
- Send and receive email
- Attach files to outgoing email
- Save and Open Attachments
- Forward email messages
- Reply to email messages
- Manage email messages
- Demonstrate proficiency by satisfactorily completing each activity and assignment.
- Attend each workshop.
- Earn a certificate stating that the objectives and requirements of the workshop have been satisfactorily met.

III. Software:

Microsoft Outlook

IV. Materials:

Master Your Computer: Outlook New Horizons
Teacher-made tutorials and activities

V. Supplies:

A flash drive is needed for storing files.

**Technology Training Workshop
PowerPoint 2007
Mastery Level Workshop
Spartanburg District 2 Schools**



I. Descriptive Information:

Course Goal: The purpose of this workshop is to provide Spartanburg District Two employees with the knowledge and skill necessary for creating a presentation with Microsoft PowerPoint.

Prerequisite: Basic skill in PowerPoint

II. Objectives:

- View a PowerPoint presentation.
- Identify the parts of the PowerPoint window.
- Navigate through an existing presentation using several PowerPoint views.
- Create a presentation using a design template.
- Add transitions, build text, and build objects to presentations.
- Resize text and change its font.
- Add clip art to a presentation.
- Create an animated build effect.
- Save a presentation
- Print a presentation as a handout, outline and slide presentation.
- Create a presentation from scratch using the PowerPoint Rubric
- Resize text and change its font.
- Add transitions, build text, and build objects to presentations.
- Add clip art or images to a presentation using scanned images or Internet.
- Create a customized background.
- Create customized animation effect.
- Insert hyperlinks.
- Insert video and/sound clips.
- Set time the presentation
- Save and print the presentation.
- Present the presentation
- Apply computer skills acquired in the workshop by completing each assigned activity.
- Attend each session and complete all activities and assignments.
- Due to the nature of the hands-on concept of the workshop, any work missed must be made up to receive credit.
- Earn a certificate stating that the objectives of the workshop

III. Software:

PowerPoint 2007

IV. Materials:

Teacher-Made Handouts, Tutorials and activities.
PowerPoint Rubric

V. Supplies:

One flash drive is needed for storing files.

**Desktop Publishing using Microsoft Publisher
WOW publications for Your Classroom
Desktop Publishing with Microsoft Publisher
Mastery Level Workshop
Spartanburg District 2**



I. Descriptive Information:

Course Goal: This workshop will provide an overview of Microsoft Publisher and its applications as an educational resource.

Prerequisites: Basic skill in word processing

II. Objectives:

- Review Windows Desktop area
- Creating a folder for saving work to the desktop or hard drive
- Introduction to Microsoft Publisher software
- Identify parts of the Publisher window
- Create publications that can be used in the classroom using Microsoft Publisher
- Import graphics and various fonts to design desktop publishing documents
- Save a document to the computer's desktop and/or flash drive.
- Customize the publications by inserting Word Art, clip art, and digital pictures to create documents from a blank page.
- Create various documents for classroom use/curriculum using Publisher's wizards.
- Demonstrate proficiency with Microsoft Publisher by creating a newsletter as a final project to be used in the teaching curriculum.
- Attend each workshop and satisfactorily complete all activities and assignments.
- Earn a certificate stating that the objectives and requirements of the workshop have been satisfactorily met.

III. Software:

Microsoft Publisher
Microsoft Word

IV. Materials:

Teacher-made tutorials and activities

V. Supplies:

A flash drive is needed for storing files.

Technology Training Workshop
Using Computer Peripherals & Emerging Technologies
Mastery Level Workshop
Spartanburg District 2 Schools



I. Descriptive Information:

Course Goal: This workshop allows teachers to become familiar with various peripherals used for multimedia and instructional technology

Prerequisites: Participants should have basic computer knowledge. EPortfolio Assessment score of at least 70.

II. Objectives:

- o Use a digital camera to take pictures.
- o Upload pictures to a folder you create on the computer hard drive or a flash drive
- o Photo edit the images by cropping, sizing, rotating
- o Save the image as a jpeg using a relevant name
- o Browse the Internet for free animated gifs
- o Save gifs and images from the Internet to your folder
- o Demonstrate knowledge of various image file types and their differences
- o Demonstrate knowledge of the ISTE Teacher Fair Use and Copyright Guidelines
- o Create a two column, 3 row table in Microsoft word
- o Insert pictures into a cell of the table in Microsoft Word
- o Size and align the inserted picture if necessary
- o Save the document in Microsoft Word. If using animated gifs, save as a web page html
- o Open the document in Internet Explorer to see the animation of the gif
- o Create a Skype account for use in the class www.skype.com
- o Use web cams to transmit video and voice data over the Internet using Skype
- o Use a scanner to capture images
- o Edit scanned images by cropping, sizing and rotating
- o Save scanned images to an appropriate file type
- o Insert edited scanned images into a Word document or other software application
- o Demonstrate knowledge of different drives by saving and retrieving files from various locations
- o Demonstrate proficiency by satisfactorily completing assigned activities and assignments.
- o Attend each workshop.
- o Earn a certificate stating that the objectives and requirements of the workshop have been satisfactorily met.

Equipment needed: digital cameras, webcam, page scanner

Software needs: photo editing software such as Photo Editor, Skype
camera and scanner softwares installed on computers

Supplies: A flash drive for storing files and images

**Technology Training Workshop
United Streaming Quiz/Assignment/Writing Prompt Builder
Beginner/Developing Level Workshop
Spartanburg District 2 Schools**



Prerequisite: Basic Computer Skills

Descriptive Information:

Assignment and Quiz Builders and Writing Prompt are United Streaming tools that help you build online activities, web-based projects and interactive quizzes for your students to complete online at their own pace or as reinforcement activities. Students can access these assignments/quizzes from home or school. Quick and easy to create, this is a great tool for students who are absent or working at a slower pace to keep up with assignments/quizzes and reinforce learning.

Objectives:

- Participants will set up a user name and password on United Streaming site.
- Participants will use Quiz Builder to build a quiz.
- Participants will use Writing Prompt to build a writing exercise.
- Participants will use Assignment Builder to create an assignment using quizzes created, writing prompts created, United Streaming videos, images, articles and any other resources from the United Streaming web site.
- Participants will share projects with classmates.
- Earn a certificate stating that the objectives of the workshop have been met.

Software used:

Microsoft Office 2007
United Streaming Website

Supplies needed:

Flash drive for saving files
Handouts

**Technology Training Workshop
Microsoft Office 2007
Beginner/Developing Level Workshop
Spartanburg District 2 Schools**



Prerequisite: None

V. Descriptive Information:

Course Goal: This course is designed to introduce participants in the effective use of Microsoft Office 2007. This class will help participants become familiar with Word, Excel, PowerPoint, Access, and Publisher. Office 2007 is a new look and feel.

VI. Objectives:

- o Participants will learn word processing skills using Microsoft Word 2007
 - Create and save various word processing documents such as memos, letters, working in tables
- o Participants will create a database using design view Access 2007.
- o Participants will create a simple spreadsheets and charts using Excel 2007.
- o Participants will create a publication using Publisher 2007.
- o Participants will create a simple presentation using PowerPoint 2007.

**VII. Software used:
Microsoft Office 2007**

**VIII. Supplies needed:
Flash drive for saving files
Handouts**

**Technology Training Workshop
Web Page Design with FrontPage
Mastery Level Workshop
Spartanburg District 2 Schools**



I. Descriptive Information:

Course Goal: This workshop allows teachers to create and design web pages using FrontPage. FrontPage is a user-friendly program which allows teachers to keep parents and students informed and involved in their learning through a dynamic, easily accessible resource. Learn the basics of FrontPage. Participants will learn to create a classroom webpage full of color, animation and most of all information. Participants will find how easy it is to create hyperlinks using FrontPage.

Prerequisites: Knowledge of basic word processing.

II. Objectives:

- Learn the basics and protocol of Web Page Design
- Become familiar with Web Page/Internet terminology
- Demonstrate understanding of the District Acceptable Use Policy as it relates to web pages and Internet use
- Use FrontPage 2003 software to generate various Web Page documents.
- Use FrontPage 2003 Web authoring tools to add hyperlinks, background sounds, and animated images to your Web Pages.
- Enhance Web Pages with various other FrontPage techniques.
- View Web Pages as they would appear on the World Wide Web using Internet Explorer
- Demonstrate proficiency by completing a project to incorporate the Internet into your teaching curriculum.
- Attend each session and satisfactorily complete all activities and assignments. Due to the nature of the hands-on concept of the workshop, any work missed must be made up to receive credit.
- Earn a certificate stating that the objectives of the workshop have been met.

III. Software:

Internet
FrontPage

IV. Materials:

Teacher-Made Tutorials and Activities.

V. Supplies:

One flash drive is needed for storing files.

**Technology Training Workshop
Webquest: Web-Based Units for the Classroom
Mastery Level Workshop
Spartanburg District 2 Schools**



Descriptive Information:

Course Goal: This workshop allows teachers to create and/or improve teaching units based on effective use of resources available on the Internet. Teachers will learn how to develop WebQuests that integrate into their classroom grade level state standards. WebQuests development for use in the classroom will bring the technology integration into their classrooms to capture, invite, and maintain student interest in instruction.

Prerequisites: Basic Word Processing and Internet Skills

I. Objectives:

- Define WebQuests
- Understand the WebQuest Design Process <http://webquest.sdsu.edu/designsteps/index.html>
- Search for exceptional WebQuest examples on the Internet
- Evaluate exceptional vs. ordinary WebQuests using a rubric
- Design a WebQuest based on a classroom unit of study
- Attend each session and satisfactorily complete all activities and assignments.
- Due to the nature of the hands-on concept of the workshop, any work missed must be made up to receive credit.
- Earn a certificate stating that the objectives of the workshop have been met.

II. Software:

Internet
Microsoft Word

III. Materials:

Teacher-Made Tutorials and Activities
WebQuest rubric

IV. Supplies:

One flash drive is needed for storing files.

Technology Training Workshop
ACTIVBOARD for Elementary Teachers
Mastery Level Workshop
Spartanburg District 2 Schools



I. Descriptive Information:

Course Goal: This workshop allows elementary teachers the opportunity to master use of the ACTIVboard and its software. Opportunities for learning, practicing and experimenting with and creating interactive lessons using the ACTIVboard will be part of this course. Teachers will bring the best of the technical world into their classrooms to capture, invite, and maintain student's interest in instruction.

Prerequisites: Basic Word Processing skill and introductory Activboard skill

II. Objectives:

- Introduction
- Analyze participants' level of experience with ActivBoard
- Features located within the toolbox
- Flipchart annotations
- Flipchart navigation
- Using tools in windows applications
- Editing selected annotations.
- Using special effects.
- Resources available in Activ software
- Saving flipcharts
- Use camera tool to create backgrounds
- Use audio recorder to create Podcasts
- Layers (magnifying glass & eraser)
- Adding links
- Reorder tool
- Switch to ActivPrimary
- Explore toolbar of ActivPrimary
- Using current PowerPoint Presentations as Flipcharts
- Activate and Slate features
- Explore Promethean Planet. View flipcharts available as well as Atomic Learning tutorials
- Share final products
- Attend each session and satisfactorily complete all activities and assignments. Due to the nature of the hands-on concept of the workshop, any work missed must be made up to receive credit.
- Earn a certificate stating that the objectives of the workshop have been met.

III. Software:

ActivInspire

IV. Materials:

Teacher-Made Tutorials and activities

V. Supplies:

One flash drive is needed for storing files

Technology Training Workshop
ACTIVBOARD for Secondary Teachers
Mastery Level Workshop
Spartanburg District 2 Schools



I. Descriptive Information:

Course Goal: This workshop allows secondary teachers the opportunity to master use of the ACTIVboard. Opportunities for learning, practicing and experimenting with and creating interactive lessons using the ACTIVboard and software will be part of this course. Teachers will bring the best of the technical world into their classrooms to capture, invite, and maintain student's interest in instruction.

Prerequisites: Basic word processing and basic interactive white board skill

II. Objectives:

- Introduction
 - Analysis of participants' level of experience with ActivBoard.
 - Features located within the toolbox
 - Flipchart annotations
 - Flipchart navigation
 - Using tools in windows applications
 - Editing selected annotations
 - Using special effects
 - Resources
 - Saving flipcharts
 - Use camera tool to create backgrounds
 - Use audio recorder to create Podcasts
 - Layers (magnifying glass & eraser)
 - Adding links
 - Reorder tool
 - Using current PowerPoint Presentations as Flipcharts
 - Activote and Slate features
 - Explore Promethean Planet. View flipcharts available as well as Atomic Learning tutorials
 - Share final products
 - Attend each session and satisfactorily complete all activities and assignments. Due to the nature of the hands-on concept of the workshop, any work missed must be made up to receive credit.
- Earn a certificate stating that the objectives of the workshop have been met.

III. Software:

ActivInspire

IV. Materials:

Teacher-made Tutorials and activities.

V. Supplies:

One flash drive is needed for storing files.

**Technology Training Workshop
EXCEL 2007
Mastery Level Workshop
Spartanburg District 2 Schools**



I. Descriptive Information:

Course Goal: This workshop will provide participants with an introduction to Excel Terminology. Participants will learn the parts of a worksheet, saving and retrieving spreadsheets, selecting and formatting cells, using formulas and other tasks associated with Excel software.. Teachers will bring the best of the technical world into their classrooms to capture, invite, and maintain student's interest in instruction.

Prerequisites: Basic word processing and spreadsheet skill

II. Objectives:

- Introduction
- Survey participants for level of experience with Excel.
- Features located on the toolbar
- Navigate the spreadsheet. Use the Goto Command
- Enter data in cell columns and rows
- Add, subtract, multiply and divide numbers using cell addresses
- Copy data
- Use the fill handle to copy formulas relative to the pull
- Format column and row headings
- Use Formulas for Sum, Averages and Count
- Understand the purpose of various chart types
- Create charts from entered data
- Place charts on the same page with spreadsheet, place charts on a separate page
- Rename tabs
- Save spreadsheets.
- Attend each session and satisfactorily complete all activities and assignments. Due to the nature of the hands-on concept of the workshop, any work missed must be made up to receive credit.
- Earn a certificate stating that the objectives of the workshop have been met.

Software: Excel 2007

Materials:

Teacher-Made Tutorials and activities.

Supplies:

One flash drive is needed for storing files.

**Technology Training Workshop
Podcasting
Mastery Level Workshop
Spartanburg District 2 Schools**



I. Descriptive Information:

Course Goal: This course explores the basics of beginning Podcasting. Participants will move in a sequential, step-by-step process to produce a Podcast and learn how to link it to a website.

Prerequisites: Basic Computer Skills

II. Objectives:

- Introduction
- Survey Participants for level of experience
- Participants will be introduced to Audacity voice recording software
- Participants will understand sound file types and their appropriate use
- Participants will learn to insert tables into Microsoft Word
- Participants will learn to adjust the table properties in Microsoft Word
- Participants will learn to insert images into a Microsoft Word table
- Participants will learn to size their images that are inserted into Microsoft Word
- Participants will format the Podcast page in Microsoft Word
- Participants will learn to create podcasts for use in their classroom
- Participants will save the podcast as a wav and as an mp3
- Participants will learn to link their Podcasts to images for the web using Microsoft Word
- Participants will save their Microsoft Word Podcast page as an html file.
- Participants will share a project Podcast with the class using the Internet.
- Attend each session and satisfactorily complete all activities and assignments. Due to the nature of the hands-on concept of the workshop, any work missed must be made up to receive credit.
- Earn a certificate stating that the objectives of the workshop have been met.

III. Software:

Audacity
Microsoft Word
Internet

IV. Materials:

Teacher-Made Tutorials and activities.

V. Supplies:

One flash drive is needed for storing files.

VI. Equipment needed: Headsets with microphones for each participant.

**Technology Workshop
Digital Storytelling with
Movie Maker/PhotoStory
Mastery Level Workshop**



Descriptive Information:

Course Goal: This course will teach participants how to easily create digital stories using Windows Movie Maker and PhotoStory. Still images, existing PowerPoints, streaming video clips, music, and voice narration can be combined and edited to create professional, digital media products. Movie Maker and PhotoStory are both quick and easy to use. These are good technology tools for student projects and engaging the student.

Prerequisites: Basic Computer Skill

Objectives:

- Introduction
- Survey for participant level of experience
- Participants will create folders using Windows Explorer or My Computer
- Participants will use their Spartanburg Two username and password for United Streaming. Participants will create a login and password for United Streaming if they are a new user. Participants from other districts that have had a login and password will need to request their account be moved to Spartanburg Two.
- Participants will bookmark the United Streaming website.
- Participants will create a collection folder in Movie Maker
- Participants will pick a theme or research a topic to use in the class
- Participants will find, save and import still pictures into Movie Maker
- Participants will add titles in Movie Maker
- Participants will rip music from CD or Internet.
- Participants will download video clips from www.oneplacesc.org, South Carolina ETV home page.
- Participants will create a movie using the above skills
- Participants will learn the skill of embedding their created movie into PowerPoint presentation software
- Participants will save their project to CD
- Participants will share project electronically
- Attend each session and satisfactorily complete all activities and assignments. Due to the nature of the hands-on concept of the workshop, any work missed must be made up to receive credit.
- Earn a certificate stating that the objectives of the workshop have been met.

I. Software:

United Streaming features including video clips, pictures, music, etc.
Photo Editor
Movie Maker
PhotoStory

II. Materials:

Teacher-Made Tutorials and activities.

III. Supplies: Flash drive, Microphone, and Scanner

Appendix 2: Inventory of Current Technology

May 2013	Instruction PCs & Laptops	Student Count	Student to Computer Ratio	Instructional Teachers	Interactive White Boards	Teacher to White Board Ratio
BSE	279	869	3.11	53	49	1.08
BSI	370	908	2.45	57	54	1.06
BSM	172	1084	6.30	64	31	2.06
BS9	189	602	3.19	36	8	4.50
BSH	350	1757	5.02	92	26	3.54
CFG	200	543	2.72	35	34	1.03
CES	204	539	2.67	34	36	.94
CMS	168	461	2.74	40	29	1.38
CHS	167	635	3.80	44	8	5.50
CSF	153	297	1.94	22	23	0.96
HES	358	764	2.13	53	47	1.13
MES	163	318	1.95	26	22	1.18
OES	232	634	2.73	40	40	1.00
RLMS	277	751	2.71	45	25	1.80
TOTAL	3280	10162	3.10	643	430	1.50

May 2013	Computer Labs	Instructional Classrooms	Classroom to Lab Ratio	LCD Projectors	Classroom to Projector Ratio	
BSE	3	53	17.67	57	1.08	
BSI	3	57	19.00	60	1.05	
BSM	4	63	15.75	63	1.00	
BS9	3	32	10.67	40	1.25	
BSH	6	76	12.67	41	0.54	
CFG	2	32	16.00	39	1.22	
CES	2	34	17.00	36	1.06	
CMS	2	40	20.00	34	0.85	
CHS	2	39	19.50	33	0.85	
CSF	1	26	26.00	24	0.92	
HES	3	53	17.67	47	0.89	
MES	2	26	13.00	24	0.92	
OES	2	40	20.00	41	1.03	
RLMS	3	42	14.00	21	0.50	
TOTAL	38	611	16.08	558	0.91	

May 2013	Polling Device Sets	Slates	Document Reader	Graphing Calculators	Digital Cameras	
BSE	14	25	0	0	10	
BSI	38	30	14	0	4	
BSM	19	36	9	116	2	
BS9	4	15	3	199	3	
BSH	2	2	2	188	7	
CFG	5	3	14	0	8	
CES	7	2	24	0	15	
CMS	5	6	19	25	5	
CHS	9	7	7	135	5	
CSF	6	3	22	0	2	
HES	46	8	9	0	10	
MES	21	2	17	0	1	
OES	37	37	33	0	18	
RLMS	19	17	1	110	2	
TOTAL	232	193	174	773	85	

May 2013	Student Ipads	Teacher Ipads	iPods	Flip Video Cameras	Scanners	Apple TVs
BSE	74	2	30	0	7	25
BSI	0	40	40	0	3	2
BSM	51	48	0	5	1	10
BS9	7	35	2	0	0	1
BSH	0	61	3	3	3	1
CFG	29	28	32	0	0	29
CES	55	34	39	0	13	4
CMS	5	25	5	0	0	1
CHS	0	18	0	0	0	1
CSF	112	21	51	20	0	0
HES	160	10	100	0	12	2
MES	38	23	37	0	6	18
OES	25	62	40	2	41	6
RLMS	6	44	0	0	4	0
TOTAL	564	421	368	30	77	100

Appendix 3: Acceptable Use Policy

Technology Resources/Internet Use Policy Code IFBGA Issued 11/97

The Spartanburg District Two Board of Trustees believes that the Internet should be used in the schools to educate and to inform as a learning resource, similar to books, magazines, videos, and other information services. Any use of the Internet must be in support of education and research and be consistent with the educational objectives of Spartanburg District Two Schools. The acceptable technology use policy applies to all users of technology, including students, guests, and school district employees.

In the schools, student access to, and use of, the Internet will be available only through a teacher/staff account. It must only be used under teacher supervision and monitored as any other classroom activity. Direct supervision is required at all times. The Board believes that media specialists and teachers have a professional responsibility to work together to help students develop the intellectual skills needed to discriminate among information sources, to identify information appropriate to their age and developmental levels, and to evaluate and use information to meet their educational goals. The school district, however, cannot prevent the possibility that some users may access material that is not consistent with educational missions, goals, and policies of Spartanburg District Two Schools. Exploration and manipulation of resources is encouraged, but it is impossible to control all materials on a global network. It is impossible to predict with certainty what information students might locate. The electronic information available to students does not imply endorsement of the content by the District. The District will implement security measures to limit, to the greatest extent possible, Internet access only to sites that are suitable for educational use. In the event that a user discovers inappropriate information on the Internet, it is expected that the user will report the location to the teacher so that appropriate precautions may be taken to try to prevent other users from accessing the same web site.

Parents have the option of requesting that their child not be provided access to the Internet. To exercise this option, they will need to request this in writing at the start of each school year. Each school will keep these requests on file and notify the teachers accordingly.

The Board requires the Superintendent to define regulations for student exploration and use of electronic information resources. Such guidelines should address issues of privacy, ethical use of information with respect to intellectual property, illegal uses of the networks, and conditions of usage. The guidelines should strive to preserve student rights and to examine and use information to meet the educational goals and objectives of the district.

TECHNOLOGY RESOURCES

INTERNET USE

IFBGA*-R

In order to provide for the appropriate use of the Internet in keeping with the Spartanburg District Two Board of Trustees policy, the following "Acceptable Use Policy" has been developed. It requires student and parental agreements as well as employee and guest agreements. All computers having Internet access must be used in a responsible, efficient, ethical, and legal manner. Failure to adhere to this "Acceptable Use Policy" will result in revocation of access privileges and, for students, could result in disciplinary actions under school discipline codes. Some violations may also constitute a criminal or civil offense and may result in legal actions being taken.

Internet access is free and is a privilege. A responsible user of the Internet and school/district computer resources may keep access as long as the user is a staff member or student in the Spartanburg District Two School system.

A responsible user may use the Internet to:

1. Research assigned classroom projects;
2. Send electronic mail to other users;
3. Explore other computer accounts.

Unacceptable uses of the Internet which could lead to disciplinary actions include, but are not limited to, the following:

1. Using the Internet for any illegal purpose;
2. Using threatening, impolite, or abusive language;
3. Using and distributing vulgar or obscene material;
4. Using or distributing material protected by trade secrets;
5. Violating the rules of common sense or etiquette;
6. Changing computer files that do not belong to the user;
7. Sending or receiving copyrighted material without permission (violation of the copyright law);
8. Sharing his/her password with anyone;
9. Not reporting an inappropriate site to the teacher or supervisor;
10. Violating the statutes, policies, and regulations pertaining to privacy, transmitting telephone numbers or addresses for any reason; posting any personal contact information. (School numbers and addresses may be transmitted only with approval of school administrator);
11. Reposing (forwarding) personal communications without the author's prior consent;
12. Copying commercial software in violation of copyright laws;
13. Using the networks for financial gain, for commercial activity, political activity, or for any illegal activity;
14. Attempting to log on to the Internet using another person's account information;
15. Attempting to meet with anyone who has been contacted over the network;
16. Joining discussion or chat groups that do not have a legitimate educational function.

In addition, actions directed toward computer equipment that could lead to disciplinary or legal actions and that could be considered vandalism covered under the school or district's disciplinary codes include, but are not limited, the following:

1. Any change in Windows or other software files which require a technical services person to restore the system to its original condition;

2. Removing mouse ball and/or mouse;
3. Deliberate erasing or changing data and/or files;
4. Placing foreign objects such as paper clips in disk or CD-ROM drives;
5. Removing or altering placement of keyboard keys;
6. Introduction of a virus or any program which results in damage to the computer or software files;
7. Gaining unauthorized access to the District Two System or any other computer in the District Two system or going beyond authorized access;
8. Posting chain letters or engaging in "spamming." Spamming is defined as sending an annoying or unnecessary message to a large number of people.

Students in grades K5-12 will have access to the school district Internet connection only as part of instructional activities scheduled by the teachers. Students and parents must sign the "Acceptable Use Agreement" in order to gain authorized access to the school district Internet connection. Also, staff members and any guest users must sign an "Acceptable Use Agreement" for access as well. Principals at each school will be responsible for obtaining and filing Parental Consent Forms. A student must have an approved form on file prior to being allowed access to the Internet.

The principal at each school will designate a school level system administrator who will be responsible for coordinating the activities of all authorized users with access to the school district Internet connection. Such responsibilities will include, but are not limited to, the following:

1. Security issues such as user ID's and passwords;
2. Reporting of unintentional access to inappropriate Web sites by users;
3. Reporting of technical problems to the district Information Management Director;
4. Coordination of software installations on the systems, as approved by the district office.

Principals at each school must contact the District Office for approval before making software and equipment purchases and building modifications to accommodate computer systems.

Approved 1/98

**TECHNOLOGY RESOURCES
INTERNET USE**

IFBGA*-E(1)

STUDENT ACCEPTABLE USE AGREEMENT

Student Name _____ Grade _____

School _____

I have read the District Acceptable Use Policy. I agree to follow the rules contained in this Policy. I understand that if I violate the rules, my access can be terminated, and I may face other disciplinary measures. Some violations may also constitute a criminal or civil offense and may result in legal actions being taken.

Student Signature _____ Date _____

Parent or Guardian Section

I have read and counseled my student on the District Acceptable Use Policy. He/she will abide by the policy and school procedures.

I hereby release the district, its personnel, and any institutions with which it is affiliated, from any and all claims and damages of any nature arising from my child's use of, or inability to use, the District system, including, but not limited to claims that may arise from the unauthorized use of the system to purchase products or services.

I will instruct my student regarding any restrictions against accessing material that are in addition to the restrictions set forth in the District Two Acceptable Use Policy. I will emphasize to my student the importance of following the rules for personal safety. Furthermore, I will instruct my student that he or she should have no expectations of privacy when accessing the Internet.

I (*give permission*) (*refuse permission*) for my student to have access to the Internet and certify that the information contained in this form is correct.

Parent Signature _____ Date _____

Parent Name _____ Phone _____

Home Address _____

Approved 1/98

EMPLOYEE ACCEPTABLE USE AGREEMENT

Name _____

Position _____

School or Department _____

I have read the District Two Acceptable Use Policy for technology resources. I agree to follow the rules contained in this policy. I understand that if I violate the rules, I may face disciplinary action in accord with district policy.

I hereby release the District, its personnel, and any institutions with which it is affiliated, from any and all claims and damages of any nature arising from my use of, or inability to use, the District system, including, but not limited to claims that may arise from the unauthorized use of the system to purchase products or services.

Signature _____ Date _____

Approved 1/98

**TECHNOLOGY RESOURCES
INTERNET USE**

IFBGA*-E(3)

GUEST ACCEPTABLE USE AGREEMENT

Name _____

Address _____

Phone _____

I have read the District Acceptable Use Policy. I agree to follow the rules contained in this Policy. I understand my account may be terminated as follows:

My account may be terminated at any time upon notice to me. In this event, I will be given the opportunity to remove my personal files.

If my account is unused for more than 30 days, it may be terminated and my personal files removed without notice.

The purpose for which this account is provided is:

I agree to limit my use of my account to activities related to the above stated purpose.

I hereby release the district, its personnel, and any institutions with which it is affiliated, from any and all claims and damages of any nature arising from my use of, or inability to use, the District system, including, but not limited to claims that may arise from the unauthorized use of the system to purchase products or services.

Signature _____ Date _____

Guest Account authorized by _____

School or Department _____

(This space reserved for System Administrator)

Assigned User Name: _____

Assigned Temporary Password: _____

Approved 1/98

Suggested Cover Letter for Principals to Send

Dear Parents and Students:

Students will have access to the Spartanburg District Two Internet connections as part of instructional activities planned and scheduled by the teachers. With this educational opportunity also comes responsibility.

It is important that you and your child are familiar with the guidelines as stated in the Acceptable Internet Use Policy. When your child is given access to the Internet, it is extremely important that he/she follow the guidelines. Although we have established acceptable use policies, you should be aware that there might be unacceptable materials or communications on the Internet that your child may inadvertently access. We will take reasonable precautions to limit access to educationally sound information; however, we cannot fully control material on other computer systems.

Please read and discuss this information with your child. If you agree to allow your child to have Internet access, please sign the Acceptable Use Agreement Form and return it to your child's school.

Sincerely,

(School Principal)

Approved 1/98

Appendix 4: How E-Rate Areas Have Been Addressed

A. The E-rate discount program requires that school district technology plans address the five areas enumerated below and that the district technology plan be approved by the South Carolina Department of Education in order for E-rate discounts for telecommunications services and internal wiring to be claimed.

1. The district technology plan must establish clear goals and a realistic strategy for using telecommunications and information technology to improve education and library services.

Spartanburg School District Two has utilized E-rate discounts to enable us to maintain our data network, and for our telecommunications objectives. Progress has been made in the past years using the E-rate discounts. It is our intent to continue to upgrade so that all of our schools will have networks that meet a progressive standard as included in the E-rate eligible service list. E-rate funds will be utilized where possible as detailed in this document including utilized for eligible portions of our web-based communications system.

2. The district technology plan must have a professional development strategy to ensure that staff members know how to use the new technologies to improve education.

Spartanburg Two has a comprehensive professional development program in place for all staff using technology and instructional materials. There is a district staff development coordinator who organizes updates and publishes a staff development calendar three times a year. Having a staff development coordinator in our district creates a focus which includes funding that supports professional development for E-rate technologies and services. Workshops and courses are offered to all district employees current and retired. The offerings relate directly to the staff development needs of our schools and district in regards to current technology use for the improvement of education.

3. The district technology plan must include an assessment of the telecommunications services, hardware, software, and other services that will be needed to improve education.
4. The district technology plan must provide for a sufficient budget to acquire and maintain the hardware, software, professional development, and other services that will be needed to implement the strategy for improved education. Specifically, how does the district intend to fund those items of equipment, software, services, and training *not* covered by the E-rate discount? It is recommended that a plan for hardware refreshment be built into all district technology plans.
5. The district technology plan must include an evaluation process that enables the district and its schools to monitor progress toward the specified goals and make midcourse corrections in response to new developments and opportunities as they arise.

Appendix 5: Report on Progress (To be completed annually 2014 – 2018)

