

# Recommendations for CTAP Region 11

The following recommendations (Column 1) are based on the results of the CTAP User Survey completed by a sample of 350 persons using CTAP 11 services during 2006-07 and on the analysis of CTAP's external evaluator.

<b>Recommendation:</b>	<b>How we already address this recommendation:</b>	<b>How we could further address this recommendation:</b>
<p><b>1.</b> Continue providing information for finding and utilizing resources to support technology, including wider dissemination of information about applying for technology related grants, or other grants for which a technology component would be appropriate.</p>	<p>Issue tech funding alert through consultants electronically.</p> <p>Grants and funding on website</p> <p>CTAP Technology Funding Alert (PDF &amp; podcast)</p> <p>Consortium Moodle sites</p> <p>Hosted workshops</p>	<p>Refine some of the funding opps so they are more specific (curricular areas / grade levels) via email or podcasting that includes a broader distribution list?</p> <p>Broker grant and state level technology information. Coordinate efforts to get information to our clients in a timely manner.</p> <p>Connections to student achievement</p> <p>Find ways to support teachers using technology in new adoptions</p> <p>More content specific workshops and professional developments (Social Science, Science and Math)</p> <p>Add "State adopted instructional materials" to replace "instructional materials"</p> <p>Continue to bridge gap between technology as a tool and use in the classroom</p> <p>O</p>
<p><b>2.</b> Continue support for planning and utilizing technology for instruction or school/classroom</p>	<p>Level 2 Academy covers both components - instruction and management (SIS)</p>	<p>Need to learn more about CALPADS, CSIS, &amp; other statewide data tools</p>

<p>management, including selecting and using applications to manage and analyze student information.</p>	<p>AB430 focus on school classroom mgmt &amp; data-driven decision making</p> <p>EETT competitive partnerships focus on data collection &amp; analysis and support</p> <p>CST spreadsheet tools are used statewide.</p> <p>Ed Tech Profile used in tech planning</p>	<p>Promote Ed Tech Profile student survey to the level of the classroom teacher (give tools &amp; demo how can help make decisions)</p> <p>Analysis tools (CTAP 4 &amp; 8) - explore how can implement</p> <p>Provide training on polling devices (immediate feedback to improve instruction)</p>
<p><b>3.</b> Ensure that all professional development clearly communicates the level of proficiency needed, pre-requisite courses or skills, as well as technology needed, both during the professional development as well as following.</p>	<p>All workshops have descriptions. Level 1 and Level 2 have detailed descriptions.</p>	<p>Need to develop common language for all ITO workshop descriptions.</p> <p>Common language would include definition and skill set needed for particular workshop such as skill set for beginner, intermediate and advanced workshop.</p>
<p><b>4.</b> Continue development of hybrid courses, incorporating in-person as well as online components.</p>	<p>TLC is designed to include online support.</p> <p>Moodle sites being used</p>	<p>Modify Level 2 Academy so 1-2 days will be online making this a hybrid course.</p> <p>Use Breeze to develop online hybrid courses.</p> <p>Add Moodle content (maybe BTSA) as hybrid model.</p> <p>Add more hybrid courses – online components</p> <p>Support BTSA Standard 16 requirements</p> <p>Add flexibility to the number of days and curriculum for Level 1 and 2 trainings</p>

<p><b>5.</b> Explore strategies to continue to offer follow-up to professional development for at least the academic year, and possibly for a second year. Such follow-up could be online, through “refresher” workshops, using Podcasts or course blogs or other technology-based support.</p>	<p>Encourage all level 1 &amp; 2 participants to take ITO content specific workshops as a follow up to Academy training.</p>	<p>Regular email follow-ups to Academy participants following up on their progress implementing what they learned into their professional practice and classroom instruction.</p> <p>Use webinars and Moodle courses for follow-up.</p>
<p><b>6.</b> Explore strategies to expand the times and locations for training, to facilitate local attendance. This could include use of school sites as well as Saturday and school break days.</p>	<p>Schedule Tech Academies &amp; other trainings in local districts and at central locations.</p> <p>Offering a ToTI for Academies this summer.</p> <p>Flexible scheduling of Tech Academies.</p> <p>Offer evening workshops (ie, Google Earth).</p> <p>Continue using North County Lab.</p>	<p>Expand workshop offerings.</p> <p>Expand trainers that can provide workshops at times when teachers are available, such as evenings, Saturdays, or during off track and summer.</p> <p>Use ToTI interns to expand training opportunities.</p> <p>Make "online" a location.</p> <p>Expand use of North County Lab</p>
<p><b>7.</b> Expand job-role specific professional development offerings, such as for specific subject areas, or grade levels.</p>	<p>Podcasting Conservatory w/science focus.</p> <p>ELL Tech Integration training.</p> <p>TLC, McREL, AB430 - Job role specific.</p> <p>Handheld training for administrators.</p> <p>MATRIX - middle school math.</p> <p>Open Court integrated technology classes.</p>	<p>Offering PD in other curricular areas, IT support, state adopted-text/instructional materials.</p> <p>Investigate collaboration w/other CTAP regions &amp; w/in LACOE to build more curricular/grade level specific offerings. Collaborate with CIS for development of technology/curriculum focused classes.</p> <p>Google Earth Lit Trips for ELA and Social Studies.</p>
<p><b>8.</b> Identify and document exemplary EETT, and other CTAP supported, projects in the region so that these</p>	<p>Student Showcase (CUE)</p> <p>21st Century Learners</p>	<p>Expand Podcasts to share CTAP-supported efforts.</p> <p>Create web-based method of</p>

<p>examples can be used to stimulate more effective use of technology based on what is already being implemented.</p>	<p>Symposium</p> <p>Digital Voice Awards</p> <p>Podcasts to share CTAP-supported efforts</p>	<p>sharing.</p> <p>Can the ITO Symposium have a student showcase.</p> <p>Need to keep in touch with Level 2 Academy participants for collecting such examples.</p> <p>Communicate with consortiums to collect this data on an on-going basis.(use consortium Moodles to collect these examples?)</p> <p>Spotlights (CDE Ed Tech Office).</p> <p>Use Ed Tech Profile Pre-Post comparison report data.</p>
<p><b>9.</b> Expand the use of the CTAP 11 website as a communication and resource tool. This could include updated information about changes in meetings or professional development, links to contact staff and sub-region liaisons, information about whom to contact at CTAP for which resources.</p>	<p>Already post RGC information.</p>	<p>Fully implement online calendar to reflect meetings and prof. dev.</p> <p>Add links to the main site directing sub-regions back to the Moodle sub-regional websites.</p> <p>Develop Wikipedia site with CTAP-ITO reference.</p> <p>Develop a webspash that could be used as a PSA using local cable station (simple).</p> <p>Add podcasts with important information.</p> <p>Check into google ads: non-profit accounts available.</p> <p>Use an online calendar for all events, workshops and meetings (Google calendar?)</p> <p>Post videos on Teachertube</p>

<p><b>10.</b> Use the data from the California School Technology Survey (CSTS) to implement a marketing strategy for CTAP services. Schools that indicated lack of awareness or use of CTAP could be contacted and invited to CTAP events. Schools that indicated current moderate levels of use of CTAP could be contacted to encourage greater levels of participation or use of the services.</p>	<p>We track all districts to make sure they complete the survey.</p> <p>We follow-up with schools and districts if they do not complete the survey on time.</p>	<p>Get a task force together to review available data.</p> <p>Customize outreach plan to involve non-participating district Develop a database reflecting professional development needs based on districts' technology plan and CSTS.</p>
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### Needs Survey:

The two highest identified needs (percentage noted in parentheses) for each program area are listed below. Continue to provide professional development and assistance addressing all of the CTAP Focus Framework topics with special emphasis on enabling educators to:

- a. Be informed about new and emerging technologies (78%)
- b. Develop and lessons or units that integrate technology (64%)
- c. Be informed about new hardware and network infrastructures (77%)
- d. Planning for and utilizing technology for instruction or management (64%)
- e. Using assessment data to inform instructional practice (63%)
- f. Selecting technology applications to manage and analyze student information (62%)
- g. Using technology to manage and analyze student information (62%)
- h. Learn about and applying for educational technology grants (70%)
- i. Finding and utilizing resources to support technology (66%)

### Sample of comments from survey respondents:

#### Benefits of CTAP 11 for planning and implementation:

Excellent assistance in writing our Technology Plan. I am looking forward to iSafe and McRel professional development.

We have continuous support from CTAP staff. They are willing to work with my district to meet our needs. The resources are great that are communicated through the meetings and newsletters

Through CTAP I was able to learn about TechSETS. I am a technology support person involved in the business office. TechSETS is a great resource for learning and connecting with others for assistance.

CTAP has been very helpful in our EETT grant application.

Through CTAP I can access information about state and federal resources as well as requirements, and CTAP staff are helpful in answering questions.

#### Use of CTAP for curriculum-technology integration:

CTAP has been a great benefit for the integration of technology into instruction and for utilizing technological resources to help students access the state content standards.

The information and resources offered directly relate to application of technology for instruction as related to

the content standards. It is very powerful for teachers to have a resource from within the education community.

I am a technology teacher. CTAP training helped me to see possibilities for integrating technology into the “regular” curriculum.

**Benefits of CTAP professional development:**

Your training courses are your greatest strength.

The instructors were knowledgeable and helpful. They treated us like professionals. Too often it is hard to make the transition from classroom teaching to training. Our CTAP trainers did this well.

I liked learning how to use Excel. I was able to implement what I learned into my classroom

I have learned how to use technology (in my case an iPod) and how to use it to provide instruction and feedback to students

The overall classes that the outstanding presenters taught were beneficial in a variety of ways. I had learned so much more about computers during this five-day course program than in several months prior to taking this course.

The summer training course allowed time to learn new technology skills, and discover useful resources as well as to practice using them within the context of the grade levels we teach.

I am a Mac person. However, CTAP instruction showed me how to navigate Microsoft applications like a pro, and I feel confident enough to instruct my fifth graders using this software.

Although I have been familiar with Excel, there were several things I was not aware of, such as filtering, among other usages of this tool. Likewise with Word. I have been using this tool for a long time and did not know I could create a web page. Now I have been able to create my own web page which is very helpful for my students.