

Maine Educational Center for the Deaf & Hard of Hearing / Gov. Baxter School for the Deaf

2018 -2019 Technology Learning Plan

Information Requested	Responses
List of the school(s)/ SAU that the plan covers	<u>Governer Baxter School for the Deaf & Hard of Hearing</u>
List of the member(s) of the planning team that authored the document	<u>Richard Foisy, Rob Gillies, Christy Callahan, Terrilyn Chaney</u>
Date that the plan was approved by the Superintendent	<u>June 30, 2018</u>
Contact Information for Correspondence about the Plan (Name, Position, Email Address, Phone Number)	Richard Foisy (Technology Systems Specialist) 207-781-6329 Richard.foisy@mecdhh.org

Section II: Capacity Building for More Purposeful and Intentional Use of Technology for Learning

This section should reflect your district’s goals and action plans for ways to ensure more purposeful and intentional use of technology for learning in the coming years. Please log into your BrightBytes Clarity Dashboard: <https://clarity.brightbytes.net/modules/case/dashboard/> Take some time to review the data that resulted from your collection during the 2017 – 2018 school year.

Category	Data point that you want to improve	Action Plan										
	<p>Include title of data point and snapshot of graphic from BrightBytes</p>	<p>Read through any insights related to the data point, and then list three to five steps your district will take in order to see improvement related to that data point.</p>										
<p>Teacher Use of Technology Related to the 4C’s (communication, collaboration, critical thinking, creativity)</p>	<p>Teachers ask students to receive feedback from others in the classroom</p> <table border="1"> <caption>Teacher Communication Frequency</caption> <thead> <tr> <th>Frequency</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>At least weekly</td> <td>0%</td> </tr> <tr> <td>Monthly</td> <td>16%</td> </tr> <tr> <td>Every few months</td> <td>14%</td> </tr> <tr> <td>Never</td> <td>70%</td> </tr> </tbody> </table>	Frequency	Percentage	At least weekly	0%	Monthly	16%	Every few months	14%	Never	70%	<ol style="list-style-type: none"> (1) Increase use of Google Classroom and collaboration on Google Docs. (2) Identify teachers who are using such tools successfully to help students share and collaborate (3) Provide opportunities for online collaboration with other schools for the deaf possibly for tutoring opportunities
Frequency	Percentage											
At least weekly	0%											
Monthly	16%											
Every few months	14%											
Never	70%											

		<p>or academic collaboration.</p>										
<p>Student Use of Technology Related to the 4C's (communication, collaboration, critical thinking, creativity)</p>	<p>Students are asked to collaborate online with students at other schools</p> <hr/> <p>Governor Baxter School For The Deaf Phs</p> <p>FRAMEWORK: Technology & Learning DATA FROM: Apr 26, 2018 - May 9, 2018</p> <p>DOMAIN: Classroom</p> <p>SUCCESS INDICATOR: Student Use Of The 4Cs</p> <p>VARIABLE: Student Collaboration</p>  <table border="1"> <thead> <tr> <th>Frequency</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>At least weekly</td> <td>0%</td> </tr> <tr> <td>Monthly</td> <td>17%</td> </tr> <tr> <td>Every few months</td> <td>0%</td> </tr> <tr> <td>Never</td> <td>83%</td> </tr> </tbody> </table>	Frequency	Percentage	At least weekly	0%	Monthly	17%	Every few months	0%	Never	83%	<ol style="list-style-type: none"> (1) Involve students in educational meeting rooms such as, Google Hangouts, Zoom. (2) Identify one or two manageable digital tools that promote collaboration, such as Google Drive or Yammer. (3) Assign a task that is low-stakes and loose enough to offer options to get them engaged with the tool's functionality. (4) Consider distributing one device per pair to increase the need for collaboration
Frequency	Percentage											
At least weekly	0%											
Monthly	17%											
Every few months	0%											
Never	83%											
<p>Digital Citizenship</p>	<p>Students are taught how to cite online information</p> <hr/> <p>Governor Baxter School For The Deaf Phs</p> <p>FRAMEWORK: Technology & Learning DATA FROM: Apr 26, 2018 - May 9, 2018</p> <p>DOMAIN: Classroom</p> <p>SUCCESS INDICATOR: Student Digital Citizenship</p> <p>VARIABLE: Student Frequency Of Learning Digital Citizenship</p>  <table border="1"> <thead> <tr> <th>Frequency</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>At least weekly</td> <td>33%</td> </tr> <tr> <td>Monthly</td> <td>0%</td> </tr> <tr> <td>Every few months</td> <td>0%</td> </tr> <tr> <td>Never</td> <td>67%</td> </tr> </tbody> </table>	Frequency	Percentage	At least weekly	33%	Monthly	0%	Every few months	0%	Never	67%	<ol style="list-style-type: none"> (1) Hold a classroom debate-style forum with students about the issues at hand. (2) Brainstorm ways in which students can responsibly use cellphones during school hours and have them rewrite existing policy to match their beliefs (3) Set a time when students can access and edit online documents on Google Docs or Evernote at any time on a cell phone or iPad.
Frequency	Percentage											
At least weekly	33%											
Monthly	0%											
Every few months	0%											
Never	67%											

Opportunity for Teacher Professional Learning or Skill Development



- (1) Survey teacher’s foundational skills section of your Technology & Learning data & choose two skills need the most attention related to collaboration.
- (2) Provide “drop in tutored sessions” and online tutorials.
- (3) Flip Classroom: Have students view video instructions at home & engage in hands-on activities in class.

chool Environment (in particular, policies and procedures that support student learning with technology)



- (1) Seek out student’s thoughts on what process fits best in their class room environment.
- (2) Begin regular roundtable discussion at staff meetings where teachers are invited to talk about the trial and errors they experienced in their lesson when using technology.
- (3) Create a back-up plan when working with technology to outline what to do if the Internet goes down or a student's computer stops working

Section III: Additional Questions

1. Tell us about some examples of purposeful and intentional use of technology for learning that can be found in your schools and district that you would like to celebrate and that could be shared with others.
 - a. **Google classroom:** Portland Schools use google for email and for google classroom. This is an extremely useful tool. With google classroom teachers can organize their classes, put up assignments, monitor student progress and keep data. Students and parents can keep track of students' work. As teachers of literacy, google docs is a particularly useful tool. It enables a teacher and student to work on the same document, at the same time. This can be very helpful to students who struggle with grammar, spelling and punctuation. Working together with a 'live' document means students can apply new skills in real time and we are seeing these skills being retained. It also means when a teacher is home due to illness, that the literacy lessons can still go on! Teachers need to tailor their instructional materials according to ongoing observations and assessment of student performance - google docs and google classroom make this process a lot simpler, and can offer much more flexibility than traditional, printed textbooks. Teachers need to tailor their instructional materials according to ongoing observations and assessment of student performance - google docs and google classroom make this process a lot simpler, and can offer much more flexibility than traditional, printed textbooks. Students at PHS have a Chromebook each, and are able to access many curriculum materials using these devices. There are a great number of online programs that help students with math skills, and we see real growth in their skills.
 - b. **Smartboard:** Teachers in our program have Smartboards. Our students are visual learners, and information that is presented on a big screen is very effective. Students can interact with the screen when we use the Notebook program. This helps with map skills, math computation and, for some of our students with low literacy skills, sentence construction. Our school has subscribed to Reading A-Z. This program offers scores of texts at every reading level. When whole pages of the texts are projected on a Smartboard, teachers can work closely with very small groups of students and this approach has totally transformed the teaching of reading for deaf and hard of hearing students. Teachers can quickly see the difficulties that some students face, and can help students with reading strategies. Teachers have used google slides to prepare their own texts, for example [movie screenplays](#), which have helped us create exciting literature lessons for students struggling with literacy skills
2. What can the Department do to further support your work of purposeful and intentional use of technology for learning?
 - a. Online training
 - b. Infinite Campus training
 - c. More resources for Smartboard use
 - d. Smartboard training
 - e. E-Textbooks for classes

Section IV: Certifications:

The Superintendent must submit their district's plan to the Department. In doing so, the Superintendent is acknowledging the following:

- The Superintendent and school leadership have read the plan and agrees to support staff in its implementation.
- The district has CIPA Compliance Documentation on file.

Superintendent's Signature: _____ **Date:** _____

To Submit Your Data-based Plan:

Submit completed plans as a Word document and the signature page (Section IV) as a PDF to:

Amanda.Nguyen@maine.gov (amanda dot nguyen at maine dot gov) AND
MLTI.Project@maine.gov (mlti dot project at maine dot gov)