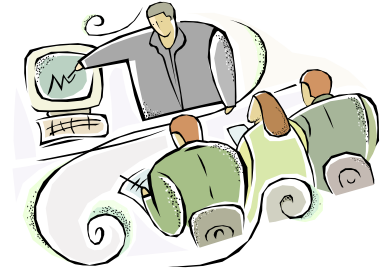


## Professional Development for Technology Integration

### Successful professional development addresses the following issues and beliefs:



1. A commitment from administration, to ongoing staff development, aimed at integrating technology into the curriculum.
2. Content must be linked to:
  - a. District's technology curriculum.
  - b. District's core curriculum benchmarks.
  - c. State of Michigan instructional technology plan standards.
  - d. National Education Technology Standards (NETS).
  - e. International Society for Technology in Education (ISTE).
3. Focus must be on integrating technology into the curriculum to improve teaching and learning. Components should include:
  - a. An approach that facilitates teachers trust in the school district's technology.
  - b. Recognition that technology means much more than computers.
  - c. Skill development that integrates into the core curriculum.
4. Training must be ongoing and continuous.
  - a. Concepts, skills and applications should be introduced and taught.
  - b. Follow-up training should occur to ensure understanding.
  - c. Follow-up discussions should occur to discuss future directions and applications of software.
5. Involve staff in planning staff development.
  - a. Adapt to the teachers' needs.
  - b. Link to and supportive of long range school improvement (NCA) goals.
  - c. Leaders should value and encourage individual adaptations of the innovations learned.
6. Staff members must have administrative, technical and instructional support.
  - a. Appropriate software, hardware and facilities.
  - b. Reliable equipment and programs.
  - c. Continuous technological and instructional support.
  - a. A support group consisting of trained colleagues.
7. Must include ongoing evaluation of:
  - a. Student and staff needs.
  - b. Effectiveness of staff development sessions.
  - c. Staff members progress along a continuum from novice to implementation.
  - d. Effectiveness of the district technology professional development plan.