



# **Valley Park School District**

## **eMINTS Program Plan**

**Educational Technology Specialist: Diana Dell, Ed.S.**

**Director of Technology: Vincent Szewczyk**

**Superintendent: Laura Kinder, Ed.S.**

**Assistant Superintendent: Dr. David Knes**

**Elementary Principal: Jan Humphrey**

**Assistant Principal: Lynn Hedrick**



***Soaring to New Heights!***

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**PART I – SCHEDULE AND LOCATION**

**When will eMINTS professional development sessions be scheduled? How often will you hold sessions and for how many hours? Please attach your schedule including which modules will be covered and the sequence of the modules to this Program Plan.**

<b>Year 1 Schedule and Agendas</b> <b>Sessions Location- VP eMINTS Training Room (ES160A)</b> <b>Evening Session Times- 5:00PM - 9:00PM</b> <b>Full Day Session Times - 8:00AM - 3:00PM</b>	
<b>Date of Session</b>	<b>Topic and Links</b>
August 18	Getting Started (html) (pdf)
August 31	Introduction to Your Computer (html) (pdf)
September 15	Microsoft Word (html) (pdf)
September 19	Finding and Organizing Internet Resources (and NetSmartz) (html) (pdf)
September 29	Using the SMARTBoard to Enhance Teaching and Learning (html) (pdf)
October 3	Using Cooperative Learning in the Technology-Rich Classroom (html) (pdf)
October 24	Constructivism in the Technology-Rich Classroom (html) (pdf)
November (TBD)	Peer Visits to Established eMINTS Classrooms (FULL DAY)
November 7	Essential Questions and Questioning Strategies (html) (pdf)
November 14	Using PowerPoint to Enhance Teaching and Learning (html) (pdf)
November 28	Building a Community of Learners in the Technology-Rich Classroom (html) (pdf)
December 8	Inquiry-based Lessons in the Technology-Rich Classroom (html) (pdf)
December 12	Using a Digital Camera and Fireworks Introduction (html) (pdf)
December 19	Planning a Class Website (html) (pdf)
January 9	Graphics and Fireworks (html) (pdf)
January 12	Creating a Class Website (FULL DAY) (html) (pdf)
February 6	SMART Ideas: Tools for Thinking (html) (pdf)
February 21	Class Website Workday (FULL DAY) (html) (pdf)
February 27	Introduction to WebQuests (html) (pdf)
March 2	Editing a WebQuest (FULL DAY) (html) (pdf)
March 13	Joint Cluster Meeting (html) (pdf)
April 4	Cluster Meeting (html) (pdf)
April 24	Classroom Communication (html) (pdf)
May 8	Understanding Your State's Assessments (html) (pdf)
May 16	File Management (html) (pdf)
June (TBD)	Writing a WebQuest/Planning for Next Year (html) (pdf)

<b>Year 2 Schedule and Agendas</b> Sessions Location- VP eMINTS Training Room (ES160A) Evening Session Times- 3:30PM - 7:30PM	
<b>Date of Session</b>	<b>Topic and Links</b>
August 17	Scheduling Meeting/ Classroom Management (html) (pdf)
September 8	Interdisciplinary Teaching (html) (pdf)
September 22	Online Projects (html) (pdf)
October 6	Assessment (html) (pdf)
October 20	Communication Arts (html) (pdf)
October (TBD)	Peer Visits to Established eMINTS Classrooms
November 10	Using Excel to Enhance Teaching and Learning (html) (pdf)
November 17	Science (html) (pdf)
December 1	Advanced PowerPoint (html) (pdf)
January 11	Mathematics (html) (pdf)
January 26	Movie Maker Multimedia Projects (html) (pdf)
February 2	WebQuest Revisted (html) (pdf)
February 23/ 24 (TBD)	WebQuest Conference (html) (pdf)
March 13	Joint Cluster Meeting (html) (pdf)
March 22	Website Enhancement (html) (pdf)
April 6	Cluster Meeting (html) (pdf)
April 20	Social Studies (html) (pdf)
May 4	Contemporary Literacy (html) (pdf)
June (TBD)	Planning for Next Year (html) (pdf)

## **PART II - PRACTICAL CONCERNS**

**Will there be a meal provided as part of the session, will teachers bring food or go out to eat during a break?**

Meals will be provided as a part of each after school session. Some meals will be provided through delivery services of local restaurants and occasionally teachers will eat at the restaurant across the street from the school. During full day sessions, teachers will be given an hour in which to leave campus for lunch.

**Where will professional development sessions take place? Will there need to be a different location when there are sessions during the school day? Will the necessary equipment be available in this location? If not, how will you modify the setting?**

All after school and school day professional development sessions will take place in either the training room (160A) or in eMINTS classrooms at Valley Park Elementary. All necessary equipment is available in all locations.

**What environmental factors may need to be considered (temperature, noise)?**

All locations that will be used for professional development sessions have individual temperature controls for each room.

**How will you deal with unique needs of participants (children needing care during sessions, cell phone use, conflicts of schedule)?**

Communication of session expectations early in the program and participant input as to scheduling of sessions will help to minimize problems of this type. If problems do arise, each occurrence will be dealt with based on the individual situation and circumstances.

**How will you help teachers make the transition from the school day stress to the professional development session?**

Each session will begin with an informal community building activity. During this time teachers are free to drink a soda, have a snack, and just relax and laugh with colleagues.

**How will you address absences and the need for make-up sessions?**

Teachers will be allowed to make up sessions during plan time or before and after school. Assistance will be given to individuals with special circumstances during plan time or at individual appointments. If there is a unique situation, the core team of administrators will develop a plan for that individual person.

**Policies**

**How will teachers be compensated for professional development sessions that occur outside of contract time? Is there a need to plan for substitutes?**

Teachers will be compensated at the rate of \$15.00 per hour. When substitutes are needed to allow teachers to participate in full day professional development sessions, class visits, and the WebQuest Conference, the ETS will coordinate the scheduling with the district personnel responsible for substitute scheduling.

**How will attendance be tracked and to whom will it be reported?**

Attendance will be reported to administrators on a quarterly basis. It will be tracked on an Excel spreadsheet. If a teacher misses a meeting, they must contact the principal first and then contact the ETS.

**How will you address absences? Will you offer make up sessions?**

Teachers will be allowed to make up sessions during plan time or before and after school.

Assistance will be given to individuals with special circumstances during plan time or at individual appointments.

**What other policies may need to be developed? (examples are: cancellation of sessions, inclement weather, coming late and/or leaving early, ETS evaluating the teacher, guests at meetings, software allowed on machines). eMINTS policies are available in the module space and can be modified and used.**

If school is not in session, the evening session will be canceled. All sessions and classroom visits that are cancelled due to inclement weather will be rescheduled at the earliest possible date. Guests will not be allowed at meetings without my prior approval. Only eMINTS compliant software can be installed on eMINTS computers.

### **Preparation and Classroom Visits**

**How much time will you set aside for preparation of professional development sessions? When will this time be?**

The district has determined that the ETS receive one hour of prep for every hour of training. The ETS finds that this is not enough in which to be fully prepared. The additional planning for sessions is completed outside of contract hours.

**How will materials be duplicated and provided to the teachers?**

Duplication of materials will be completed in the district's print room by office personnel. Modules will be provided to teachers at each training session. The district supplies each teacher with a binder in which to store modules and handouts for later reference.

**What will you do to plan an agenda besides reading through the module and the facilitator's guide? Mention any elements that you feel should be included in a plan for a professional development session.**

In addition to reading through the facilitator's guide to the modules and the modules themselves, the ETS will gather all materials necessary for the session to be successful and prepare an online agenda that will allow the session to flow smoothly. The individual needs of the participants will be taken into consideration and modification will be made to the standard activities to better meet those needs.

**How often will you do classroom visits? How will you schedule these visits?**

Class visits will occur for each teacher 1-2 times each month for a total of 10 visits. Additional class visits will be made if the need arises. Class visits will be scheduled with individual teachers during training sessions, through email, and through phone calls.

**How will missed visits be handled (due to holidays, assemblies, etc...)?**

All missed visits will be rescheduled at the earliest possible time.

### **Technical Support**

#### **Who is responsible for the technical support of classroom equipment? Who will be supporting the network?**

Vincent Szewczyk, Director of Technology for the Valley Park School District, is responsible for the technical support of classroom equipment and the district's network.

#### **How will you make teachers aware of the process for obtaining support when there is a problem?**

All district teachers received training as to how to submit an electronic technology service request at the beginning of the school year.

#### **How will you be clear about what your boundaries are as a coach rather than a technical support person?**

The work order system helps to insure that technical problems are first sent to Vincent Szewczyk. Because of the large amount of technology in our district and only one person designated to handle technical support, I am sometimes called upon to assist with technical support.

#### **Please note ANY exceptions to the equipment or software specifications here:**

None

## **PART III - CONTEXT and BUILDING SUPPORT**

### **Description of District**

#### **How are decisions about technology made in the district? Who is involved? Who actually applied for the program? Does this person have the influence and power to help it to spread throughout the district? How do you fit into the planning process? What difficulties may come up with expanding the program?**

Decisions regarding technology are made by the Director of Technology with input of the technology committee. As the instructional support specialist, the ETS is actively involved in the planning process. Difficulties that may come with expanding the program include a lack of adequate technical and instructional support staff due to budgetary constraints.

### **Stakeholders**

**List those who are in any way stakeholders in the program. If possible name the actual people:**

- ✓ Laura Kinder, Superintendent
- ✓ Dr. David Knes, Assistant Superintendent
- ✓ Jan Humphrey, Elementary Principal
- ✓ Lynn Hedrick, Elementary Assistant Principal
- ✓ Tad Savage, Middle School Principal
- ✓ Vincent Szewczyk, Director of Technology
- ✓ Joanna Brooks, 3<sup>rd</sup> grade Veteran eMINTS Teacher
- ✓ Mary Feise, 3<sup>rd</sup> grade 1<sup>st</sup> Year eMINTS Teacher
- ✓ Aubrea Grundstad, 3<sup>rd</sup> grade 2<sup>nd</sup> Year eMINTS Teacher
- ✓ Dawn Fenwick, 3<sup>rd</sup> grade 2<sup>nd</sup> Year eMINTS Teacher
- ✓ Trish Alexander, 4<sup>th</sup> grade Veteran eMINTS Teacher
- ✓ Susan Evans, 4<sup>th</sup> grade Veteran eMINTS Teacher
- ✓ Amanda Collier, 4<sup>th</sup> grade 1<sup>st</sup> Year eMINTS Teacher
- ✓ Sarah Brandenburger, 4<sup>th</sup> grade 1<sup>st</sup> Year eMINTS Teacher
- ✓ Gale Herzog, 5<sup>th</sup> grade 2<sup>nd</sup> Year eMINTS Teacher
- ✓ Dave Sanford, 5<sup>th</sup> grade Veteran eMINTS Teacher
- ✓ Brian Cofer, 5<sup>th</sup> grade 1<sup>st</sup> Year eMINTS Teacher
- ✓ Amanda Stuever, 5<sup>th</sup> grade 1<sup>st</sup> Year eMINTS Teacher
- ✓ Laurie Knies, Special School District Resource Teacher
- ✓ Kristi Hempen, Special School District Resource Teacher
- ✓ Parents, patrons, and students of the Valley Park School District

### **Communication**

**How will you communicate with the stakeholders? How will you report results? You may want to list several different forms of communication.**

Communication with stakeholders will occur through email, phone calls, and the instructional technology website. Additionally, progress and results will be reported at monthly face to face meetings with the Elementary Administrative Team and weekly face to face meetings with the Director of Technology.

### **Support**

**How can you gain the support and input of your stakeholders?**

Effective communication with stakeholders is the key to gaining support and obtaining input. Previously mentioned communication strategies of email, phone calls, instructional technology website, and face-to-face meetings will help to ensure the ongoing support and input of stakeholders.

### **Partnerships**

#### **What partnerships could you work on building to support the program (community, local businesses, school families, etc...)**

The home-school partnership is the most critical partnership needed for the success of the VP eMINTS program. This partnership is fostered through communication between eMINTS teachers and the families they serve. Each eMINTS teacher will maintain a website and produce a periodic newsletter that will serve as tools to convey information about the eMINTS program. Additionally, parents will be given several opportunities to visit eMINTS classrooms and meet face-to-face with teachers. The ETS maintains an instructional technology website, a part of which is dedicated to communication of the goals and philosophy of the eMINTS program. Furthermore, the ETS is available to answer questions from parents and patrons.

### **Other Issues**

#### **Are there other issues of school culture, power dynamics in the school or district, policies/procedures, etc. to consider?**

The small size of the Valley Park School District necessitates that many teachers serve on multiple committees or perform extra duties. These additional responsibilities, at times, interfere with professional development sessions. Consequently, it is imperative that all stakeholders recognize that professional development is the first priority of beginning eMINTS teachers.

Due the investment of time and money related to preparing staff members to effectively teach in eMINTS classroom, the district should consider the possibility of having potential eMINTS teachers sign a commitment agreement or extended contract.

## **PART IV- PROGRAM OBJECTIVES**

### **District Goals for the Program**

**What are the stated and unstated goals that the district has for implementing the program? If there are many conflicting goals list the goals along with the names or roll of proponents of each goal. Each of these goals should be tied to the District Technology plan. Please indicate where connections occur and include a copy of your District Technology Plan as part of the final Program Plan.**

The primary goal of the eMINTS Program is to assist teachers with transforming their instructional practices from teacher-directed to student-centered and inquiry-based. Furthermore, the goals of the District Technology Plan that are addressed by the eMINTS program include the following:

- ✓ Enable students to use technology to acquire and manipulate information
- ✓ Enable students to use technology as a learning tool
- ✓ Provide access to technologies that will help students master concepts and develop skills that will lead to improved student achievement
- ✓ Provide adequate training and encouragement to allow the staff to effectively use available and future technologies
- ✓ Integrate technology into all areas of the curriculum

### **Matching the program with the needs of the district**

**What has your district already been doing which will be emphasized in the eMINTS program? (ie. professional development emphasis on constructivism) What has your district been doing that will conflict with the eMINTS program? (ie. Accelerated Reader) How will you address these unique circumstances of your district?**

Valley Park Elementary School is in its sixth year of eMINTS implementation. Consequently, the constructivism learning theory and related inquiry-based instructional practices have a strong foundation among veteran staff members. During the last and present school year, the elementary administration has placed an emphasis on using textbook series to deliver teacher-directed instruction in communication arts and mathematics. This is in conflict with the eMINTS philosophy. To minimize the impact of this conflict, I seek ways to integrate the eMINTS philosophy in the instruction of communication arts and mathematics. During professional development sessions and classroom visits, I assist teachers in converting the teacher directed, textbook driven lessons into inquiry-based opportunities for students to construct knowledge. Additionally, I attend periodic grade-level team meetings and suggest ways to develop literacy through inquired-based instruction and technology integration.

### **Level of the Teachers**

**Are the teachers that you will be working with already eMINTS teachers or new to the whole concept? What percentage of the teachers will be open to change or will any sort of change be viewed negatively? Do you need to do a needs assessment to give yourself a better idea and aid in successful planning?**

Four of the participants are new to the eMINTS program. Four of the participants are in their second year as eMINTS teachers. Nearly all participants are open to change. All district teachers complete a yearly online self-assessment of technology and integration skills.

### **Statement of the underlying philosophy of the eMINTS program**

**Please write here in a few sentences a summary of the underlying philosophy of the program.**

The philosophy of the eMINTS program has its roots in the learning theory of constructivism which states that knowledge can not be imparted but rather must be constructed by the learner on a

foundation of existing knowledge. The eMINTS philosophy takes into account the power of inquiry as a catalyst for knowledge construction and higher order thinking. Technology serves as a tool to assist learners in the process of inquiry and knowledge construction.

### **Communication with Participants**

**How will you communicate the underlying philosophy to the participants? How will you communicate the objectives of each professional development session?**

The underlying philosophy of the eMINTS program will be communicated to participants through professional development sessions in which constructivism and inquiry-based learning are emphasized. Veteran eMINTS teachers will be encouraged to share successful inquiry-based lessons with first and second year teachers at weekly team meetings. Opportunities will be provided for participants to develop inquiry-based lessons with guidance and input from the ETS. The Hallmarks and constructivist lesson plan will be revisited frequently.

### **Individual Needs**

**How will you deal with the individual needs of the participants you are working with? How will you take into account the unique knowledge and experience of the learners?**

Acknowledging that all participants are unique with diverse backgrounds is the first step in addressing the individual needs of participants. Class visits and follow-up conferences are valuable tools in addressing the unique needs and building on background knowledge and experience of the individual participants. Suggestions and resources targeted specifically to the individual can be provided during those times.

### **Key differences between your district implementation and eMINTS model**

**List here any differences between how your district plans to implement eMINTS and the way that it is done in the original program. (ie, training during the school day rather than in the evenings, a reduced schedule, any equipment substitutions) Put a checkmark next to any of the differences which will keep your teachers from being considered full eMINTS teachers.**

There are no significant differences between the Valley Park School District's implementation and the original eMINTS model.

## **PART V - TRANSFER OF LEARNING**

### **Strategies**

**What strategies will you use to increase the transfer of learning from the professional development session to practice in the classroom?**

Success in professional development can only be claimed if the participants leave the sessions, return to their classrooms, and actually apply what they have learned in lessons with students. Transfer can be promoted through follow-up emails about what was learned in the session. This serves as a friendly reminder to actually apply what was learned with one's own students. Class visits offer another opportunity to follow-up with the content that was learned. Communication with participants prior to class visits offers an opportunity to remind them that you wish to see them using instructional strategies that were learned in eMINTS sessions. Additionally, transfer can be promoted by asking teachers to share with other participants how they implemented their new instructional and technology integration skills with students.

### **Building Community**

#### **What can you do to help your participants to develop into a community of learners?**

Each professional development session begins with a community building activity. Additionally, all VP eMINTS teachers (first year, second year, and veterans) gather for a monthly luncheon. This provides an opportunity for teachers to get to know each other better, especially those teachers who are on different grade level teams. During this time, beginning eMINTS teachers benefit from hearing the success stories of veteran eMINTS teachers. To foster a sense of team spirit, teachers are given an opportunity to purchase apparel featuring a custom designed VP eMINTS logo.

### **Discussion Lists**

#### **How will the teachers communicate with each other during the time between sessions? Will there be a discussion list that they can use or is it important to teach them to set up distribution lists?**

Grade level teams of eMINTS teachers meet weekly during plan time. Additionally, each grade level team shares a common lunch time. Communication with other eMINTS teachers occurs through a distribution list.

### **Obstacles**

#### **What specific obstacles to transfer of learning do you experience in your district? How can you deal with them?**

The small size of the Valley Park School District necessitates that many teachers serve on multiple committees or perform extra duties. These additional responsibilities occasionally dominate time that could be spent practicing and mastering the instructional practices learned in professional development sessions. It is, therefore, imperative that all stakeholders recognize that the professional development sessions and the transformation of instructional practices be of utmost importance to beginning eMINTS teachers. Additionally, time will be provided at the end of each professional development session for teachers to process what they have learned. Each teacher will verbally share their plans for transfer of this learning into their instructional practices.

### **Spreading the Benefits of the Program**

**What strategies will you use to help encourage your teachers to share what they are doing and to become leaders in the building?**

Teachers are encouraged to share what they are doing with other district employees through two sections of the instructional technology website. The “VP Shares” section offers participants an opportunity to post original learning units for other teachers to access and use. The “Technology Spotlight” section highlights one extraordinary example of inquiry-based learning and technology integration each month. Additionally, as participants become proficient in technology related areas, they are asked to provide training sessions for other staff members.

**PART VI - EVALUATION and FEEDBACK STRATEGIES**

**District Evaluation**

**What plan does the district have for evaluation of the program? How will the impact on student performance be measured? How will the data be collected and analyzed?**

Evaluation of the eMINTS program will occur through observation and dialogue with eMINTS teachers and students. All Valley Park eMINTS teachers will participate in performance based teacher evaluation by the elementary administrative team. The eMINTS Hallmarks will be used by the ETS to monitor teacher progress in changing instructional methods from teacher-directed practices to student-centered, inquiry-based practices. The impact on student performance will be measured through analysis of MAP data. Additionally, teachers will be encouraged to assist students in the creation of reflective electronic portfolios.

**Communication**

**How will the results of the evaluation be communicated to various stakeholders? Be specific about which type of communication will be used for specific groups (parents, teachers, administrators, community members, etc...) (you can copy and paste the list of your stakeholders from the first section of this plan and then give specific answers)**

- ✓ Laura Kinder, Superintendent – quarterly face-to-face meetings
- ✓ Dr. David Knes, Assistant Superintendent - quarterly face-to-face meetings
- ✓ Jan Humphrey, Elementary Principal – email and monthly face-to-face meetings
- ✓ Lynn Hedrick, Elementary Assistant Principal - email and monthly face-to-face meetings
- ✓ Vincent Szewczyk, Director of Technology – weekly face-to-face meetings
- ✓ Veteran eMINTS Teachers- periodic emails and face-to-face conversations
- ✓ Year 1 and Year 2 Teachers – email, online agendas, and face-to-face sessions
- ✓ Special School District Teachers – face-to-face conversations
- ✓ Parents, patrons, and students of the Valley Park School District – Periodic opportunities to visit eMINTS Classrooms, teacher generated newsletters, and the instructional technology website

**Feedback for the ETS****How will you collect feedback from participating teachers about your performance in professional development sessions and classroom visits?**

Written feedback will be collected at the conclusion of each professional development session. Each participant will be asked to complete an electronic exit slip based on the critical incident report form originated by Stephen Brookfield in his book *Becoming a Critically Reflective Teacher*. On a monthly basis teachers will be asked to complete a similar form based on the effectiveness of class visits. Participants will be encouraged to offer suggestions and ideas for improvements for both professional development sessions and class visits. An example of this form can be viewed at <http://www.quia.com/sv/49695.html> .

**Feedback about the participants****How will you gather feedback about the participants' needs and progress?**

Fostering a relationship built on mutual trust will encourage open communication about the needs and progress of participants during individual conferences following class visits. Additionally, participants will complete a self evaluation using the Hallmarks several times each year. An analysis of this self-evaluation will indicate both areas of need and areas in which progress has been made and serve as a basis for discussion.