DARLINGTON COUNTY SCHOOL DISTRICT

Technology Plan

2013 – 2018

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DISTRICT PROFILE

Darlington County School District is located in the beautiful Pee Dee Region of South Carolina. With twenty-five (25) schools and centers, the district ranks as the fourteenth largest in the state.¹ Ten (10) elementary schools, one (1) elementary art magnet, one (1) elementary math and science magnet, one (1) early childhood center, one (1) school with grades K-8, three (3) middle schools, three (3) high schools, one (1) high school magnet for math, science & technology, one (1) alternative center, one (1) career and technology center and two (2) adult education centers provide the structure within which students are served. Student enrollment is 10,456 with minority population of 58.1% and a free/reduced lunch rate of 70.23%. English as a Second Language (ESL) students comprise less than 1% of the total district students.

Universal Service Fund (E-rate)

The district uses a combination of standard and alternative funding measures to calculate Universal Service Fund (e-rate) discount. The discount rate applicable for 2013-14 is 90%.

¹ http://www.biggestuscities.com (2014)
Our Mission

Excellence in Teaching and Learning for All
Every Student, Every Day

Our Vision

• The Darlington County Community will grow and prosper economically and culturally as the school district fosters an environment that produces well-educated, productive citizens.

• All families will receive validation of their important role in their child’s education within an atmosphere of mutual respect and collaboration.

• All students will demonstrate respect for others and possess the knowledge and skills to be productive members of the community with the desire to continue as life-long learners.

• All staff will be empowered through meaningful, professional experiences in a supportive and collaborative environment to ensure the success of all students.
EXECUTIVE SUMMARY
“Excellence in Teaching and Learning for All”

WE BELIEVE

♦ Technology touches almost every part of our lives.
♦ Technology in the hands of every student can serve as an equalizer, providing all students with access to information and tools that empower them as learners.
♦ Technology in the hands of every student can increase student engagement and thus student performance, satisfaction and interest in school.
♦ Technology in the hands of every student can change the way teachers teach, offering educators effective ways to reach different types of learners and assess student understanding through multiple means.
♦ Technology in the hands of every student can better equip the workers of tomorrow to investigate and solve real-world challenges similar to those to be experienced in the workplace.
♦ Technology in the hands of every student is one of the largest paradigm shifts in teaching and learning to be experienced by today’s educators.
♦ Effective implementation of a plan to place technology in the hands of every student requires careful planning with a large emphasis on professional development for teachers as they begin their journey down the road to personalized learning in a 1:1 environment.
♦ Technology infrastructure must be designed and implemented in a manner to allow the seamless implementation of an environment where personalized learning thrives in the Darlington County School District classrooms.

In Darlington County School District (DCSD), the Technology Plan focuses on three areas: the learner, the resources and the information or data. We are part of one of the most exciting transformations that has been afforded in teaching and learning for decades – personalized learning for all. A careful study of our target audiences and their needs, careful planning for all resources results in a comprehensive approach that allows for personalized application of technological tools for everyone.
THE LEARNER

As we plan for the learner, our target audiences are students, teachers, parents, administrative staff, support staff and the community. In our classrooms we begin to explore and implement strategies such as blended learning, flipped classrooms and project-based personalized learning. The opportunity to help students develop skills that prepare them for jobs that are yet to be invented and will utilize technology that is yet to be imagined is tremendous. Students begin to take more responsibility for their learning. Teachers begin to differentiate instruction for all students. Administrators begin to guide and support teachers as they make the shift to transform their classrooms. Administrators are given support and opportunities to grow in their skills to lead the classroom transformation.

We also recognize that there are learners in DCSD who have roles beyond the classroom. It is important that an ongoing plan for professional growth. The DCSD Professional Development Plan includes opportunities for personalized learning for these individuals.

Parents and community members will have the opportunity to learn about the technology used in DCSD classrooms. In addition, training activities are planned for parents that will allow them to more effectively support their child through access to student information and collaboration with teachers. Many opportunities exist for community members to learn about technology through Adult Education.

THE RESOURCES

The focus of the DCSD Technology Plan is the learner. To enable that focus to exist, infrastructure, devices, software systems and instructional resources must be robust. A deliberate plan must exist system-wide. This plan ensures fiscal responsibility and allows the maximization of resources. Providing devices for every student, reviewing & adjusting existing instructional learning systems, reviewing & implementing instructional resources for personalized learning, completing the upgrade to existing wireless infrastructure, upgrading and maintaining existing switch/router infrastructure, migrating away from Novell operating system to Windows Server, upgrading and maintaining voice over IP system, and ensuring access to the tremendous number of resources on the Internet are all.
THE DATA

Every learner needs and uses data at some level. Systems are provided and maintained for management of financial data, human resources data, and student data. The financial/human resource data system will be upgraded during the 2013-14 school year. This system supports all business functions of the school district. An upgrade to several systems provided by the state for student data management will occur during the 2013-14 and 2014-15 school years.

Because the Darlington County School District is a comprehensive, district-wide plan, it is useful to identify several major components. This is beneficial for planning, discussion, funding and implementation. Major components include:

e-Learning: the primary component for instructional technology
On-line Learning Systems: the plan for providing on-line learning resources and curriculum

e-Rate: the plan for providing resources funded through the Universal Service Fund Program

It is also useful to understand the guiding principles for the Darlington County School District Technology Plan for 2013-18.

♦ Maximize resources while meeting instructional and fiscal needs
♦ Special emphasis on application, utilization and instructional integration of components included in the District’s Interactive Technology for Every Learner (iTEL) Plan
♦ Provide resources, training and support to allow all individuals to reach their potential in the classroom and the workplace
♦ Provide resources for information management and access to data needed for effective decision making
♦ Provide resources to protect students as they utilize the instructional technology network and Internet
♦ Identify and maximize funding sources available
e-Learning Project

EXECUTIVE SUMMARY

GOAL:

The goal of the e-Learning Technology Plan is to empower students and teachers by placing technology and appropriate resources in the hands of every learner.

We believe:

Technology touches almost every part of our lives.

Technology in the hands of every student can serve as an equalizer, providing all students with access to information and tools that empower them as learners.

Technology in the hands of every student can increase student engagement and thus student performance, satisfaction and interest in school.

Technology in the hands of every student can change the way teachers teach, offering educators effective ways to reach different types of learners and assess student understanding through multiple means.

Technology in the hands of every student can better equip the workers of tomorrow to investigate and solve real-world challenges similar to those to be experienced in the workplace.

Technology in the hands of every student is one of the largest paradigm shifts in teaching and learning to be experienced by today’s educators.

Effective implementation of a plan to place technology in the hands of every student requires careful planning with a large emphasis on professional development for teachers as they begin their journey down the road to personalized learning in a 1:1 environment.
Technology infrastructure must be designed and implemented in a manner to allow the seamless implementation of e-Learning in the Darlington County School District classrooms.

Strategies:

A pilot project will be conducted to validate and further define these strategies.

1. Provide leadership and support for teachers to implement personalized learning in a 1:1 environment
2. Provide professional resources for teachers to implement personalized learning in a 1:1 environment
3. Establish technology competency standards and expectations for staff
4. Provide resources for students to implement personalized learning in a 1:1 environment
5. Establish technology competency standards and expectations for students
6. Provide technical infrastructure to support wireless mobile devices for 1:1 implementation
7. Communicate plan to schools and community

Learners

Students

Teachers

Administrators
Staff

Parents

Community

Resources

Hardware Resources

Tablets

Laptops

Desktops

Parent and Community Resources

Network Infrastructure

Internet Connectivity

Wide Area Network (WAN) Connectivity

Local Area Network (LAN) Connectivity

Wireless Connectivity

Mobile Device Management
Voice over IP

**Classroom Resources**

LCD Projectors

Document Cameras

Sound Systems

Interactive Whiteboards

**Software Resources**

Software Approval Process

Software Tools

General

Instruction

Classroom

Integrated Learning Systems

On-line Curriculum

Administration

**App Approval Process**

Apps
Other Applications

Energy Management

HVAC systems are centrally monitored. This allows control of temperature.

Video Surveillance

Video surveillance systems are deployed in all 23 schools in the District. Existing systems are analog. During the 2013-14 school year, 5 sites will receive additional IP cameras and 9 sites will have new IP surveillance systems installed. The District's safety plan calls for completion of video surveillance systems during the 2014 school year. A detailed outline by school can be found in Appendix C.

Internet Safety

The safety of our students and staff on the Internet is paramount. The Children's Internet Protection Act (CIPA) provides the parameters within which the District operates. All resources that access the Internet must pass through the Internet filter discussed in detail in the Network Infrastructure section of this plan.

Digital Citizenship

Digital citizenship can be defined as the norms of appropriate, responsible behavior with regard to technology use.² There are numerous opportunities to help students develop their level of understanding of

² http://digitalcitizenship.net/Nine_Elements.html
responsible behavior in a digital environment. Digitalcitizenship.net offers the following structure for teaching students these concepts.

1. **Digital Access**: full electronic participation in society.

Technology users need to be aware that not everyone has the same opportunities when it comes to technology. Working toward equal digital rights and supporting electronic access is the starting point of Digital Citizenship. Digital exclusion makes it difficult to grow as a society increasingly using these tools. Helping to provide and expand access to technology should be goal of all digital citizens. Users need to keep in mind that there are some that may have limited access, so other resources may need to be provided. To become productive citizens, we need to be committed to make sure that no one is denied digital access.

2. **Digital Commerce**: electronic buying and selling of goods.

Technology users need to understand that a large share of market economy is being done electronically. Legitimate and legal exchanges are occurring, but the buyer or seller needs to be aware of the issues associated with it. The mainstream availability of Internet purchases of toys, clothing, cars, food, etc. has become commonplace to many users. At the same time, an equal amount of goods and services, which are in conflict with the laws, or morals of some countries are surfacing (which might include activities such as illegal downloading, pornography, and gambling). Users need to learn about how to be effective consumers in a new digital economy.


One of the significant changes within the digital revolution is a person’s ability to communicate with other people. In the 19th century, forms of communication were limited. In the 21st century, communication options
have exploded to offer a wide variety of choices (e.g., e-mail, cellular phones, instant messaging). The expanding digital communication options have changed everything because people are able to keep in constant communication with anyone else. Now everyone has the opportunity to communicate and collaborate with anyone from anywhere and anytime. Unfortunately, many users have not been taught how to make appropriate decisions when faced with so many different digital communication options.

4. **Digital Literacy**: process of teaching and learning about technology and the use of technology.

While schools have made great progress in the area of technology infusion, much remains to be done. A renewed focus must be made on what technologies must be taught as well as how it should be used. New technologies are finding their way into the work place that are not being used in schools (e.g., Videoconferencing, online sharing spaces such as wikis). In addition, workers in many different occupations need immediate information (just-in-time information). This process requires sophisticated searching and processing skills (i.e., information literacy). Learners must be taught how to learn in a digital society. In other words, learners must be taught to learn anything, anytime, anywhere. Business, military, and medicine are excellent examples of how technology is being used differently in the 21st century. As new technologies emerge, learners need to learn how to use that technology quickly and appropriately. Digital Citizenship involves educating people in a new way—these individuals need a high degree of information literacy skills.

5. **Digital Etiquette**: electronic standards of conduct or procedure.

Technology users often see this area as one of the most pressing problems when dealing with Digital Citizenship. We recognize inappropriate behavior when we see it, but before people use technology they do not learn digital etiquette (i.e., appropriate conduct). Many people feel uncomfortable talking to others about their digital etiquette. Often rules and regulations are created or the technology is simply banned to stop inappropriate use. It is not enough to create rules and policy, we must teach everyone to become responsible digital citizens in this new society.
6. **Digital Law:** electronic responsibility for actions and deeds

Digital law deals with the ethics of technology within a society. Unethical use manifests itself in form of theft and/or crime. Ethical use manifests itself in the form of abiding by the laws of society. Users need to understand that stealing or causing damage to other people’s work, identity, or property online is a crime. There are certain rules of society that users need to be aware in an ethical society. These laws apply to anyone who works or plays online. Hacking into others information, downloading illegal music, plagiarizing, creating destructive worms, viruses or creating Trojan Horses, sending spam, or stealing anyone’s identify or property is unethical.

7. **Digital Rights & Responsibilities:** those freedoms extended to everyone in a digital world.

Just as in the American Constitution where there is a Bill of Rights, there is a basic set of rights extended to every digital citizen. Digital citizens have the right to privacy, free speech, etc. Basic digital rights must be addressed, discussed, and understood in the digital world. With these rights also come responsibilities as well. Users must help define how the technology is to be used in an appropriate manner. In a digital society these two areas must work together for everyone to be productive.

8. **Digital Health & Wellness:** physical and psychological well-being in a digital technology world.

Eye safety, repetitive stress syndrome, and sound ergonomic practices are issues that need to be addressed in a new technological world. Beyond the physical issues are those of the psychological issues that are becoming more prevalent such as Internet addiction. Users need to be taught that there inherent dangers of technology. Digital Citizenship includes a culture where technology users are taught how to protect themselves through education and training.

In any society, there are individuals who steal, deface, or disrupt other people. The same is true for the digital community. It is not enough to trust other members in the community for our own safety. In our own homes, we put locks on our doors and fire alarms in our houses to provide some level of protection. The same must be true for the digital security. We need to have virus protection, backups of data, and surge control of our equipment. As responsible citizens, we must protect our information from outside forces that might cause disruption or harm.

Respect, Educate and Protect (REPs)

The concept of REPs is a way to explain as well as teach the themes of digital citizenship. Each area encompasses three topics, which should be taught beginning at the kindergarten level. When teaching these ideas the top theme from each group would be taught as one REP. For example the first REP would be: Etiquette, Communication and Rights/Responsibilities. This would continue through REPs two and three. By doing this all students will have covered the topics and everyone would understand the basic ideas of digital citizenship.
Respect Yourself/Respect Others

- Etiquette
- Access
- Law

Educate Yourself/Connect with Others

- Communication
- Literacy
- Commerce

Protect Your Self/Protect Others

- Rights and Responsibility
- Safety (Security)
- Health and Welfare  

http://digitalcitizenship.net/Nine_Elements.html
Another resource heavily used in the District to educate responsible digital citizens is Common Sense Media (http://www.commonsensemedia.org).
Syllabus - Inquiring Minds Want to Know APPENDIX

APPENDIX

Course Title: Inquiring Minds Want to Know, Transforming the Classroom with Personalized Learning

Course Instructor(s)
- Linda Moya-Mendez, (H) 843-662-7367, (W) 843-398-2237, lindam3@darlington.k12.sc.us, 3825 Sandy Lane, Florence, SC
- Rhett Hughes, (H) 843-661-2562, (W) 843-398-5140, rhetth@darlington.k12.sc.us, 1036 Oak Bend Lane, Florence, SC
- Carla Jefferson, (H) 843-676-0338, (W) 843-326-7625, carlaj1@darlington.k12.sc.us, 451 Chippenham Lane, Florence, SC
- Suzie Goodwin, (H) 843-774-1613, (W) 843-398-5095 suzieg@darlington.k12.sc.us, 1311 E. Cleveland St., Dillon, SC

Course Dates, Time, Location
Dates: June 10, 11, 12, 13, 17, 18, 19, 20
Time: 8:00 Am – 2:30 PM
Location: Darlington High School or Darlington County Institute of Technology

Attendance Policy
- No absences are allowed, except in case of emergencies
- If a student is absent more than 15% of the total number of class meetings, the course instructor has the right to withdraw the student from the course.
- Instructors may choose to allow students to make up class time to avoid being withdrawn from the course; however, this is solely the discretion of the course instructor. Class make up time must be scheduled with the instructor ahead of time, at his or her convenience, and must be supervised by the instructor.

Tardy Policy
- Students are expected to be in class at the beginning of the stated class time.
- Excessive tardiness may result in a student's being dropped from a class by the instructor.

Required Textbooks or Other Required Course Materials
- All Teachers - Comprehension and Collaboration, by Stephanie Harvey and Harvey Daniels
- Elementary Teachers - PBL in the Elementary Grade, by Buck Institute for Education
- Middle and High School Teachers - PBL Starter Kit: To-the-Point Advice, Tools and Tips for Your First Project in Middle or High School, by Buck Institute for Education

Goal of the Graduate Course
Upon completion of this course, teachers will be able to effectively utilize a mobile device to incorporate multiple forms of media in a personalized learning environment.

Course Objectives
1. Develop an understanding of personalized learning
2. Align personalized learning with your standards
3. To develop an awareness of how individual needs (differentiated instruction, 504, IEP, ESOL, etc.) fit in with personalized learning
4. Develop positive classroom management techniques for the 21st century classroom
5. Choosing appropriate apps for your subject area(s)
6. To empower the learner and help encourage independent learning habits
7. Encourage self evaluation by pupils of their own needs and participation in negotiating personal learning targets

Major Assignments
- Each week - Find an app and write a brief explanation of how you would use this in your classroom. Then respond to 2 classmates' apps via My Big Campus’ discussion section for this course.
Syllabus - Inquiring Minds Want to Know APPENDIX

- Book Study - Weekly discussion of assigned reading. Chapters for each day are to be read prior to that class meeting.
- App Bank - We need a bank that people can contribute to, that is searchable by grade, subject, rating, etc.
- Final Project – Create/present a personalized learning lesson incorporating 1:1 deployment of an iDevice. This needs to be done in bundles by grade level / subject area. Put this in the resources for the grade level with folders (like 3rd grade ELA folder, 3rd grade social studies folder, etc.)

Grading
Grade Categories and their percentage of total course grade (look at manual for other specific information)
The following grades may be earned in accordance with Francis Marion University’s Graduate grading scale: A, B+, B, C+, C, F, W (Withdrawal) or IN (Incomplete).
Grades will be calculated based on the following:
Participation 20%
Scenario Response 10%
Mini Lessons 40%
Final Project 30%

Grade Reports
Beginning with the Fall 2000 semester, Francis Marion University grade reports were made available on line. Near the end of the course, your instructor will provide you with a printed copy of the directions for accessing your grades on line or your instructor will e-mail the directions to you. If you do not have access to the Internet/World Wide Web, please visit the Francis Marion University Office of the Registrar on campus (Stokes Administration Building, Room 118) to sign a grade request form and a printed grade report will be mailed to you.

Course and Instructor Evaluations
Every semester students are provided the opportunity to evaluate each course and its instructor so that educational quality may be maintained and enhanced. All students are encouraged to respond to the evaluation with honesty, sincerity, and a sense of confidentiality. The evaluation is administered during class time with the instructor leaving the room while a designated student hands out and then collects the forms. This student also delivers the sealed envelope containing the completed forms to the district office or the contracting agency office for mailing to Francis Marion University. These evaluations are completely anonymous and faculty does not receive any feedback until grades have been turned in to the Registrar. Upon noting that these procedures of evaluation have not been followed, a student may contact the Office of the Provost at (843) 661-1286 in order to confidentially inform the administration of such failure to follow procedures.
Course Overview
Prior to the first class
Read chapters 1 – 2 from of Comprehension and Collaboration, by Stephanie Harvey and Harvey Daniels
Complete an iPad Tutorial (link provided via email to participants)
Download the following recommended “must have” apps
  • Kindle
  • Dropbox
  • My Big Campus
  • Any free QR reader
  • Class Dojo
  • Google Drive
  • PowerTeacher
  • Evernote
  • Flipboard

Class 1
Part 1
  • Welcome
  • Go over syllabus
  • Survey of technology skills
  • Overview of MBC
  • Form Inquiry Circles
Part 2
  • Discuss chapters 1-2 of Comprehension and Collaboration, by Stephanie Harvey and Harvey Daniels.
Part 3
  • Curriculum and Instruction's presentation on Common Core and Personalized Learning
  • iPad overview
Homework: Read chapters 3-4

Class 2
Part 1
  • Inquiry circles on Chapter 3
Part 2
  • Inquiry circles on Chapter 4
Part 3
  • Find an app that promotes personalized learning. Post it to the discussion in My Big Campus (MBC). Share it with the group.
Homework: Read and Respond Activity (Video/Respond in MBC discussion) /Read chapters 5-6

Class 3
Part 1
  • Discussion response (respond to 2 colleagues “Read and Respond”
Part 2
  • Inquiry circles on Chapters 5-6
Part 3
  • Internet research using the iPad (reference chapter 6 of text)
Homework: Read chapter 7
Syllabus - Inquiring Minds Want to Know APPENDIX

Class 4
Part 1
• Inquiry circles on study guide, question 3
Part 2
• Question 4 from the study guide. Inquiry circle presentations/discussion
Part 3
• Find an app that promotes personalized learning. Post it to the discussion in My Big Campus (MBC). Share it with the group
Homework: Read chapters 8-9

Class 5
Part 1
• Discussion of Chapters 8-9 in inquiry circles
Part 2
• In inquiry circles, create a mini-inquiry lesson (must have an iPad component)
Part 3
• In inquiry circles, create a curricular inquiry (must have an iPad component)
Homework: Read chapters 10-11

Class 6
Part 1
• In inquiry circles, discuss chapters 10-11 of Comprehension and Collaboration, by Stephanie Harvey and Harvey Daniels.
Part 2
• In inquiry circles, create a literature circle inquiry lesson (must have an iPad component)
Part 3
• In inquiry circles, create an open inquiry lesson (must have an iPad component)
Homework: Read chapters 12-13

Class 7
Part 1
• In inquiry circles, discuss chapter 12-13 of Comprehension and Collaboration, by Stephanie Harvey and Harvey Daniels.
Part 2-3
• Work on Final Project

Class 8
• Present final projects
• Course evaluation
The goal of the DCSD e-Learning Plan is to empower students and teachers by placing technology and appropriate resources in the hands of every learner.

The purpose of the e-Learning Pilot Project is to establish the framework within which a potential 1:1 deployment of mobile, personal computing devices can occur. The focus of the pilot is teaching and learning in a classroom where personalized learning is emphasized. Classroom teachers participating in the project will be expected to participate in a graduate-level course, participate in data collection processes identified throughout the project, and provide feedback for future implementation. Participating teachers will receive graduate credit at no charge, all course materials, and a district-issued iPad. Each student in participating teacher’s classroom will have an iPad.

By signing below, I, __________________________ agree to fully participate in the pilot project.

(PRINT NAME)

Full participation includes:

• Attendance at all class sessions
  (Dates for course: June 10, 11, 12, 13, 17, 18, 19, 20)
  (Time: 8:00a.m. – 2:30p.m.)
• Data collection about the project
• Participation in professional development and dialogue throughout the course of the pilot project
• Providing feedback about future implementations

________________________________                    __________________________
(Signature)                                           (Date)

Endorsed by:

________________________________                    __________________________
(Principal’s Signature)                                (Date)
Course Title: Leading the Paradigm Shift to Personalized Learning

Course Instructor
• Diane B. Sigmon, M.Ed., (C) 843-393-8700, (W) 843-398-2232, dianes@darlington.k12.sc.us, 120 Smith Ave, Darlington, SC

Course Dates, Time, Location

Dates: June 10, 11, 12, 13; July 16; August 7, 8, 9
Time: 8:00 AM – 11:00 AM, 11:45 AM – 2:30 PM
Location: Darlington County Institute of Technology; Darlington County School District Offices (120 E. Smith Ave, Darlington, SC)

Attendance Policy
• No absences are allowed, except in case of emergencies
• If a student is absent more than 15% of the total number of class meetings, the course instructor has the right to withdraw the student from the course.
• Instructors may choose to allow students to make up class time to avoid being withdrawn from the course; however, this is solely the discretion of the course instructor. Class make up time must be scheduled with the instructor ahead of time, at his or her convenience, and must be supervised by the instructor.

Tardy Policy
• Students are expected to be in class at the beginning of the stated class time.
• Excessive tardiness may result in a student’s being dropped from a class by the instructor.

Required Textbooks or Other Required Course Materials
• Comprehension and Collaboration, by Stephanie Harvey and Harvey Daniels, Kindle Edition

Supplemental Texts
• Elementary Principals - PBL in the Elementary Grade, by Buck Institute for Education
• Middle and High School Principals - PBL Starter Kit: To-the-Point Advice, Tools and Tips for Your First Project in Middle or High School, by Buck Institute for Education
• Common Core Standards
Goal of the Graduate Course

Upon completion of this course, school administrators will be able to lead teachers through the paradigm shift that includes effective utilization of mobile devices in a personalized learning environment.

Course Objectives

8. Develop an understanding of personalized learning
9. Develop an understanding of key concepts from the text
   a) Inquiry
   b) Gradual Release of Responsibility
   c) Mini-Inquiry
   d) Curricular Inquiry
   e) Literature Inquiry
   f) Open Inquiry
10. Develop an awareness of how individual needs (differentiated instruction, 504, IEP, ESOL, etc.) fit in with personalized learning
11. Develop a functional level of expertise with mobile computing device (iPad)
12. Develop a specific plan for communication with parents that will foster a common understanding and appropriate level of expectations for learning and personal management among parents, teachers and students
13. Develop a specific plan for leading students and teachers down a path to responsible digital citizenship
14. Develop a specific plan for logistical management of devices
15. Develop a specific plan for logistical management of apps to include review, purchase and installation
16. Collaborate with peer administrators as leaders in schools where the paradigm shift toward 1:1, personalized learning is occurring

Course Overview

Administrators participating in this course will be supervising teachers who are participating in a 1:1 mobile computing device pilot program. Administrators will develop an understanding of teaching and learning in a classroom that is focused on personalized learning that will allow them to support and guide teachers through this paradigm shift. Administrators will be trained in basic operation of iOS devices, and productivity tools including Pages, Keynote, and Numbers. Additional apps will be used during the course for taking notes (Evernote), sharing files (Box), accessing online course management site (My Big Campus), accessing resources (iTunesU), read their text (Kindle) and easily accessing websites (QR Reader). Leaders of schools where the paradigm shift to personalized learning is occurring must plan carefully and evaluate fully. In that light, administrators participating in this course will develop the assessment instrument to be used for pilot program teacher observation using Classroom Mosaic. Administrators will develop a specific plan for communication with parents that will foster a common understanding and appropriate level of expectations among parents, teachers and students. Administrators will develop a specific plan for leading students and teachers down a path to good digital citizenship.
Administrators will develop a specific plan for logistical management of devices at the school level. Administrators will develop a specific school plan for logistical management of apps to include review, purchase in and installation.

Major Assignments

- **Teacher Observation Instrument** – The instrument to be used when observing teachers participating in the pilot project will be developed. The purpose of the instrument is to provide feedback to and communication from teachers. The system used for recording the observation (Classroom Mosaic) will be used to facilitate communication and to collect data to allow effective evaluation of the pilot project to occur. Course participants will collaborate to determine a standard criterion set of items to be used in all schools. Administrators will have the option to add additional items to be reviewed at the school level. Administrators will learn to use Classroom Mosaic to add observation instrument(s), manage teacher data, record and communicate observation info with teachers, review and analyze data from observations.

- **Pilot Project Evaluation Plan** – The evaluation plan for the personalized learning project must be developed. In addition to measures based on test scores, affective data will be collected and analyzed.

- **Goals for Teachers** – The administrator will work with every teacher from their school who are participating in the project to establish measurable goals for which data will be collected at a minimum of quarterly intervals throughout the pilot project.

- **Parent Communication Plan** – The Parent Communication Plan shall include the following components: Collection of resources to include digital citizenship awareness, written description of the pilot project and associated student expectations; Acceptable Use Policy (AUP) Review; Schedule for at least two parent meetings with draft agendas.

- **Digital Citizenship Plan** – Administrators will collaborate and use Common Sense Media resources to develop a specific digital citizenship curriculum. The Digital Citizenship Plan will include the curriculum, the strategy for educating teachers, the strategy for educating students and the strategy for educating parents.

- **Logistical Device Management Plan** – The Logistical Device Management Plan shall include the following components: Inventory Control, Method for Issuing Equipment for Teachers and Students, Communication of Expectations to Students and Parents, Expectations for Teachers when Devices Remain in the Classroom.

- **App Management Plan** – The App Management Plan shall include the following components: Personal vs. School/District iTunes accounts Expectations; Process for Teachers to Find Apps for Instructional Use; School-level Work-flow to Add Apps; Volume Purchase Program Expectations; Technology Department Staff role in App Management.

Grading

Grade Categories and their percentage of total course grade (look at manual for other specific information)

The following grades may be earned in accordance with Francis Marion University's Graduate grading scale: A, B+, B, C+, C, F, W (Withdrawal) or IN (Incomplete).

Grades will be calculated based on the following:

- **Teacher Observation Instrument** – 30%
- **Pilot Project Evaluation Plan** – 20%
Goals for Teachers – 20%
Parent Communication Plan – 10%
Digital Citizenship Plan – 10%
Logistical Device Management Plan – 5%
App Management Plan – 5%

Grade Reports
Beginning with the Fall 2000 semester, Francis Marion University grade reports were made available online. Near the end of the course, your instructor will provide you with a printed copy of the directions for accessing your grades online or your instructor will e-mail the directions to you. If you do not have access to the Internet/World Wide Web, please visit the Francis Marion University Office of the Registrar on campus (Stokes Administration Building, Room 118) to sign a grade request form and a printed grade report will be mailed to you.

Course and Instructor Evaluations
Every semester students are provided the opportunity to evaluate each course and its instructor so that educational quality may be maintained and enhanced. All students are encouraged to respond to the evaluation with honesty, sincerity, and a sense of confidentiality.

The evaluation is administered during class time with the instructor leaving the room while a designated student hands out and then collects the forms. This student also delivers the sealed envelope containing the completed forms to the district office or the contracting agency office for mailing to Francis Marion University. These evaluations are completely anonymous and faculty does not receive any feedback until grades have been turned in to the Registrar.

Upon noting that these procedures of evaluation have not been followed, a student may contact the Office of the Provost at (843) 661-1286 in order to confidentially inform the administration of such failure to follow procedures.

Course Overview
Prior to the first class students will

Read chapters 1 – 7 from of *Comprehension and Collaboration*, by Stephanie Harvey and Harvey Daniels and participate in online discussions found in My Big Campus.
Download and Install the following apps on their iPad:

- Pages
- Evernote
- iTunesU
- Keynote
- Box
- Kindle
- Numbers
- My Big Campus
- QR Reader

Classes 1 & 2

Administrators will learn how to use iPad for administrative tasks and as tools for daily school operations and management. They discover iPad features and functions, explore relevant apps, and practice using them for their own purposes in the areas of communication, collaboration and planning, presentation, and observation.

Learning outcomes for this session include:

- Use native apps, other apps, and accessibility features of iPad
- Identify how to use iPad to improve the performance of administrative tasks such as communication, collaboration and planning, presentation, and accountability for teachers and students
- Discover how to customize iPad, apps, and iTunes U for personal productivity
- Develop a functional skill level with core productivity apps: Pages, Keynote and Numbers.
- Develop a work project using iPad

Class 3

- Elementary Principals will develop deeper understanding of personalized learning in a classroom with 1:1 tools. These apps will be used to model the personalized learning classroom experience:
  - Pic Collage, Explain Everything, iMovie, Book Creator for iPad, Doodle Buddy, Multitouch Whiteboard
- Middle and High School Principals will gain a deeper understanding of inquiry circles and of classrooms where personalized learning is occurring. In depth discussions and modeling of concepts presented in the Comprehension and Collaboration text will occur.
Class 4

The goal of today’s activities will be the development of knowledge and skills in the use of three (3) tools with significant roles in teaching and learning in the 1:1 classroom – My Big Campus, Teacher Toolbox, Classroom Mosaic.

- **My Big Campus** is a learning management tool. Teachers and students will use it in much the same way as systems such as BlackBoard are used. Administrators will establish a working knowledge of the system to allow effective monitoring and feedback to teachers.
- **Teacher Toolbox** is a web-based system that includes three resources: asset management, benchmark assessments and tools for use as Common Core Curriculum is implemented. Administrators will establish a working knowledge of the system to allow effective organization of instructional assets or resources, to implement benchmark testing and to evaluate data gathered through the assessments.
- **Classroom Mosaic** is a tool for recording teacher observations, sharing feedback with teachers and allowing teachers to respond electronically to the observation. During this class, administrators will develop a working knowledge of the system in preparation to develop observation tools and fully utilize with teachers when school starts.

**Homework:**

- Meet with each teacher from your school to develop measurable goals for his/her classroom. Bring School Improvement Plan to class.

Class 5

**Pilot Program Evaluation Plan** – Using individual teacher plans and School Improvement Plans, administrators will collaborate to establish criterion upon which the pilot program will be evaluated. Test score measures and affective impacts should be included in the evaluation.

**Homework:**

Research observation tools for teachers in 1:1 classrooms. Develop a draft observation instrument. Submit the draft to the instructor two days before class for addition to iTunesU collection.

Class 6

- Administrators will use iTunesU to retrieve and review instruments developed by their peers. They will then collaborate to develop a single instrument for observation of pilot program teachers.
- The administrator will complete setup of Classroom Mosaic for his/her school. Setup includes: upload of observation instrument and data entry of all teachers.
- Working in pairs, administrators will conduct a sample observation using iPads to record the observation, send to the teacher through a follow-up response from teacher.
- The culminating activity will be a review of the data.
Class 7

- Technology department staff will provide an overview of logistical requirements and consideration for managing devices and apps.
- Administrators will work with assigned Technology Department staff to articulate and document the school level plan for managing devices. Plans should include personnel that will be involved in the workflow.
- Administrators will work with assigned Technology Department staff to articulate and document the school level plan for managing apps. Plans should include personnel that will be involved in the workflow.

Homework:

- Research parental communication tools developed by other schools and districts where 1:1 initiatives have been implemented.
- Study Draft Digital Citizenship Curriculum posted in DCSD iTunesU collection.

Class 8

- Administrators will collaborate to establish comprehensive communication plans and tools that will foster a common understanding and appropriate level of expectations among parents, teachers and students.
- Administrators will collaborate to finalize the draft of Digital Citizenship Curriculum to be used throughout the district.
e-Learning Pilot Project Commitment

The goal of the DCSD e-Learning Plan is to empower students and teachers by placing technology and appropriate resources in the hands of every learner.

The purpose of the e-Learning Pilot Project is to establish the framework within which a potential 1:1 deployment of mobile, personal computing devices can occur. The focus of the pilot is teaching and learning in a classroom where personalized learning is emphasized. Classroom teachers participating in the project will be expected to participate in a graduate-level course, participate in data collection processes identified throughout the project, and provide feedback for future implementation. Participating teachers will receive graduate credit at no charge, all course materials, and a district-issued iPad. Each student in participating teacher’s classroom will have an iPad. Because school leadership is a critical factor in insuring the project’s success, the Principal of each school participating is required to participate in a graduate class that will more clearly define and support the role of school leadership in a 1:1 environment.

By signing below, I, _____________________________ agree to fully participate in the pilot project.

(PRINT NAME)

Full participation includes:

• Attendance at all class sessions
  (Dates for course: June 10, 11, 12, 13)
  (Time: 8:00a.m. – 2:30p.m.)

• Data collection about the project
• Participation in professional development and dialogue throughout the course of the pilot project
• Providing feedback about future implementations

_________________________________________________________  ________________
(Principal’s Signature) (Date)
### STRATEGY 1: Provide leadership and support for teachers to implement personalized learning in a 1:1 environment

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<th>Action Item</th>
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<th>Target Audience</th>
<th>Cost</th>
<th>Funding Source</th>
<th>Evaluation</th>
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</table>
| 1-1. Provide Personalized Learning and 1:1 implementation professional development for school administrators | | | | Technology Dept.  
Technology Committee | Principals  
Asst. Principals  
Appropriate District Staff | | | |
| 1-2. Employ / Assign 18 certified staff member as school-based Instr Tech Specialists | | | | Superintendent  
Principal | | | | |
| 1-3. Provide Personalized Learning and 1:1 implementation professional development for school based leaders & trainers | | | | Technology Dept.  
Technology Committee | Coordinating Teachers  
Media Specialists  
Instructional Tech Specialists  
Wizards | | | |
| 1-4. Provide Personalized Learning graduate course for certified staff | | | | Technology Dept.  
Technology Committee | Teachers | | | |
| 1-5. Provide monthly professional development for personalized learning and 1:1 implementation | | | | Technology Dept.  
Technology Committee  
Instructional Tech Specialists | Teachers | | | |
### STRATEGY 1: Provide leadership and support for teachers to implement personalized learning in a 1:1 environment

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<tbody>
<tr>
<td>1-6. Provide professional development for Technology Dept. staff</td>
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<td>Dir of Technology</td>
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### STRATEGY 2: Provide professional resources for teachers to implement personalized learning in a 1:1 environment

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<tbody>
<tr>
<td>2-1. Provide mobile computing device and appropriate accessories for all teachers and school administrators</td>
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<td>Technology Dept.</td>
<td>School Administrators Teachers</td>
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<td>2-2. Provide basic operation of mobile computing device training for trainers</td>
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<td>2-3. Provide basic operation of mobile computing device training for all teachers and school administrators</td>
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<td>2-4. Establish, Support and Monitor Professional Learning Communities for personalized learning and 1:1 implementation</td>
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<tr>
<td>2-5. Provide My Big Campus training</td>
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<td>Technology Dept. ♦ Instr Tech Specialists</td>
<td>♦ Principals ♦ Asst. Principals ♦ Coordinating Teachers ♦ Media Specialists ♦ Teachers ♦ Students</td>
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<td>2-6. Provide and support the structure for managing apps</td>
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<td>2-7. Provide and support the structure for managing electronic books</td>
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<td>Technology Dept. ♦ e-Learning Sub-committee</td>
<td>♦ Media Specialists ♦ Teachers ♦ Students</td>
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<td>2-8. Provide and support the structure for managing electronic textbooks</td>
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<td>Technology Dept. ♦ e-Learning Sub-committee ♦ Textbook Coord.</td>
<td>♦ Principals ♦ Asst. Principals ♦ Teachers ♦ Students</td>
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### STRATEGY 3: Establish technology competency standards and expectations for staff

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<tr>
<td>3-1. Develop technology competency standards and expectations for staff</td>
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<td>Dir of Technology, Inst Tech Coordinator, e-Learning Committee</td>
<td>Teachers</td>
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<td>3-2. Provide professional development for Principals and Asst. Principals re: technology competency expectations for teachers</td>
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<td>Dir of Technology, Inst Tech Coordinator</td>
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<td>3-3. Provide professional development for trainers re: technology competency expectations for teachers</td>
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<td>Dir of Technology, Inst Tech Coordinator, e-Learning Committee, Curriculum &amp; Instruction Common Core Advisory Group</td>
<td>Instructional Tech Specialists, Coordinating Teachers, Media Specialists</td>
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<td>3-4. Provide monthly professional development to allow teachers to develop technology competencies</td>
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<td>Instructional Tech Coordinator</td>
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<tr>
<td>3-5. Develop Acceptable Use Policy that incorporates the use of mobile computing devices and expectations</td>
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<td>Technology Dept. and e-Learning Committee</td>
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<td>3-6. Provide Acceptable Use Policy Training for staff</td>
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<td>Instructional Technology Specialist</td>
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### STRATEGY 4: Provide resources for students to implement personalized learning in a 1:1 environment

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<th>Year 3 Implementation</th>
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<th>Funding Source</th>
<th>Evaluation</th>
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<tbody>
<tr>
<td>4-1. Provide mobile computing device take home program for students</td>
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<td>Technology Dept.</td>
<td>School Administrators and Teachers</td>
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<td>4-2. Provide mobile computing device program for students (no take home)</td>
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<td>School Administrators and Teachers</td>
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<td>4-3. Develop Acceptable Use Policy that incorporates the use of mobile computing devices and expectations</td>
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<td>Technology Dept. and e-Learning Committee</td>
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<td>4-4. Provide Acceptable Use Policy Training for students</td>
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<tr>
<td>4-5. Provide basic operation of mobile computing device for student training for trainers</td>
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<td>e-Learning Committee</td>
<td>Wizards</td>
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<tr>
<td>4-6. Provide basic operation of mobile computing device training for all students</td>
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<td>4-7. Establish, Support and Monitor student resources for personalized learning and use of mobile computing device</td>
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<td>4-8. Provide training for My Big Campus for students</td>
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<td>4-9. Provide and support the structure for managing student apps on mobile computing devices</td>
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### STRATEGY 4: Provide resources for students to implement personalized learning in a 1:1 environment

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<tr>
<th>Action Item</th>
<th>Year 1 Implementation</th>
<th>Year 2 Implementation</th>
<th>Year 3 Implementation</th>
<th>Responsible Staff</th>
<th>Target Audience</th>
<th>Cost</th>
<th>Funding Source</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>4-10. Provide and support the structure for managing electronic books for students</td>
<td></td>
<td></td>
<td></td>
<td>✧ Technology Dept. ✧ e-Learning Sub-committee</td>
<td>✧ Students</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>4-11. Provide and support the structure for managing electronic textbooks for students</td>
<td></td>
<td></td>
<td></td>
<td>✧ Technology Dept. ✧ e-Learning Sub-committee ✧ Textbook Coordinator</td>
<td>✧ Students</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### STRATEGY 5: Establish technology competency standards and expectations for students

<table>
<thead>
<tr>
<th>Action Item</th>
<th>Year 1 Implementation</th>
<th>Year 2 Implementation</th>
<th>Year 3 Implementation</th>
<th>Responsible Staff</th>
<th>Target Audience</th>
<th>Cost</th>
<th>Funding Source</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>5-1. Develop personal responsibility and online image curriculum for students</td>
<td></td>
<td></td>
<td></td>
<td>✧ Dir of Technology ✧ Inst Tech Coordinator ✧ e-Learning Committee</td>
<td>✧ Students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5-2. Develop technology competency standards and expectations for students</td>
<td></td>
<td></td>
<td></td>
<td>✧ Dir of Technology ✧ Inst Tech Coordinator ✧ e-Learning Committee ✧ Curriculum &amp; Instruction Common Core Advisory Group</td>
<td>✧ Students</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>
### STRATEGY 5: Establish technology competency standards and expectations for students

<table>
<thead>
<tr>
<th>Action Item</th>
<th>Year 1 Implementation</th>
<th>Year 2 Implementation</th>
<th>Year 3 Implementation</th>
<th>Responsible Staff</th>
<th>Target Audience</th>
<th>Cost</th>
<th>Funding Source</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>5-3. Provide professional development for trainers re: personal responsibility and on-line image curriculum for students and technology competency standards &amp; expectations for students</td>
<td></td>
<td></td>
<td></td>
<td>Dir of Technology, Inst Tech Coordinator, e-Learning Committee, Curriculum &amp; Instruction Common Core Advisory Group</td>
<td>Instructional Tech Specialists, Coordinating Teachers, Media Specialists</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5-4. Provide professional development for school personnel re: personal responsibility and on-line image curriculum for students and technology competency standards &amp; expectations for students</td>
<td></td>
<td></td>
<td></td>
<td>Instructional Tech Specialists, Coordinating Teachers, Media Specialists</td>
<td>Principals, Asst. Principals, Teachers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5-5. Provide training for students re: personal responsibility and on-line image curriculum for students and technology competency standards &amp; expectations</td>
<td></td>
<td></td>
<td></td>
<td>Instructional Tech Specialists</td>
<td>Students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Action Item</td>
<td>Year 1 Implementation</td>
<td>Year 2 Implementation</td>
<td>Year 3 Implementation</td>
<td>Responsible Staff</td>
<td>Target Audience</td>
<td>Cost</td>
<td>Funding Source</td>
<td>Evaluation</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>6-1. Implement Mobile Device Management System</td>
<td></td>
<td></td>
<td></td>
<td>Technology Dept.</td>
<td>n/a</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6-2. Upgrade Existing Wireless Infrastructure</td>
<td></td>
<td></td>
<td></td>
<td>Technology Dept.</td>
<td>n/a</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6-3. Provide adequate electrical resources for charging devices</td>
<td></td>
<td></td>
<td></td>
<td>Technology Dept.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6-4. Provide adequate resources for updating devices</td>
<td></td>
<td></td>
<td></td>
<td>Technology Dept.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6-5. Provide adequate resources for maintaining and repairing devices</td>
<td></td>
<td></td>
<td></td>
<td>Technology Dept.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6-6. Adjust communication tools such as Emergency / Event notification system to incorporate new devices</td>
<td></td>
<td></td>
<td></td>
<td>Technology Dept.</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Communications Dept.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>6-7. Provide professional development for school personnel using notification systems</td>
<td></td>
<td></td>
<td></td>
<td>Technology Dept.</td>
<td></td>
<td></td>
<td></td>
<td>Principals</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Communications Dept.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>6-8. Provide technical support for school-based leaders</td>
<td></td>
<td></td>
<td></td>
<td>Technology Dept.</td>
<td></td>
<td></td>
<td>Inst Tech Specialists</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Wizards</td>
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<td></td>
<td>Media Specialists</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>Media Specialists</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>6-9. Develop and bring your own device (BYOD) plan</td>
<td></td>
<td></td>
<td></td>
<td>Technology Dept.</td>
<td>Teachers</td>
<td></td>
<td></td>
<td>Students</td>
</tr>
</tbody>
</table>
### STRATEGY 7: Communicate plan to schools and community

<table>
<thead>
<tr>
<th>Action Item</th>
<th>Year 1 Implementation</th>
<th>Year 2 Implementation</th>
<th>Year 3 Implementation</th>
<th>Responsible Staff</th>
<th>Target Audience</th>
<th>Cost</th>
<th>Funding Source</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>7-1. Develop communication tools (websites, apps, brochures) to summarize the plan</td>
<td></td>
<td></td>
<td></td>
<td>✧ Technology Dept. ✧ e-Learning Committee ✧ Communications Dept.</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7-2. Communicate plan to the community</td>
<td></td>
<td></td>
<td></td>
<td>✧ Communications Dept.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7-3. Communicate plan to all district staff and students</td>
<td></td>
<td></td>
<td></td>
<td>✧ Technology Dept. ✧ e-Learning Committee ✧ Principals ✧ Teachers ✧ Staff ✧ Students</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
“Excellence in Teaching & Learning for All”

e-Learning Project

EXECUTIVE SUMMARY

GOAL:

The goal of the e-Learning Technology Plan is to empower students and teachers by placing technology appropriate resources in the hands of every learner.

We believe:

Technology touches almost every part of our lives.

Technology in the hands of every student can serve as an equalizer, providing all students with access information and tools that empower them as learners.

Technology in the hands of every student can increase student engagement and thus student performance, satisfaction and interest in school.

Technology in the hands of every student can change the way teachers teach, offering educators effective ways to reach different types of learners and assess student understanding through multiple means.

Technology in the hands of every student can better equip the workers of tomorrow to investigate and real-world challenges similar to those to be experienced in the workplace.

Technology in the hands of every student is one of the largest paradigm shifts in teaching and learning experienced by today’s educators.

Effective implementation of a plan to place technology in the hands of every student requires careful planning with a large emphasis on professional development for teachers as they begin their journey on the road to personalized learning in a 1:1 environment.

Technology infrastructure must be designed and implemented in a manner to allow the seamless implementation of e-Learning in the Darlington County School District classrooms.

Strategies:

A pilot project will be conducted to validate and further define these strategies.

8. Provide leadership and support for teachers to implement personalized learning in a 1:1 environment.
9. Provide professional resources for teachers to implement personalized learning in a 1:1 environment.
10. Establish technology competency standards and expectations for staff.
11. Provide resources for students to implement personalized learning in a 1:1 environment
12. Establish technology competency standards and expectations for students
13. Provide technical infrastructure to support wireless mobile devices for 1:1 implementation
14. Communicate plan to schools and community
Purpose: to establish the framework within which a potential 1:1 deployment of mobile, personal computing devices can effectively occur

Focus: teaching & learning in a classroom where personalized learning is emphasized

Expectations for Principals

- Participate in rigorous graduate level course
- Support and lead pilot activities in their school
- Provide feedback and gather data throughout the pilot project
- Participate in the design of final district-wide implementation plan

Expectations for Teachers

- Participate in rigorous graduate level course
- Provide a classroom that focuses on personalized learning
- Provide feedback and gather data throughout the pilot project
- Participate in the design of final district-wide implementation plan

Expectations for District Staff

- Coordinate and lead professional development
- Design and implement data collection tools
- Provide systems to support the functionality and safety of devices on district network and beyond
- Provide logistical support for all learners

PILOT PARTICIPANTS

All schools were given the opportunity to participate

- 13 Schools Participating

Brockington   Hartsville High   Mayo   Spaulding Middle
Carolina       Hartsville Middle    North Hartsville    Thornwell
Darlington High   Lamar High   Southside   Washington Street
Darlington Middle

- 47 Classrooms
- 67 Teachers & Administrators

TIMELINE

eLearning Committee Established   September-12
Plan Presented to Board of Education   March-13
Project and Funding Approved by Board of Education   April-13
Equipment & Supplies Ordered   April-13
Project Kick-off Celebration & Workshop   May-13
Professional Development for Teachers   June-13
Professional Development for School Administrators   June-13
Classroom Devices Ready for Deployment   August-13
Bi-weekly Professional Development   August-13
Meeting with Parents   August-13
Project Report to the Board   February-14

Grade 3 ELA Sample Item

Your assignment: You will watch an informational video about brushing your teeth and read two articles about dental health, taking notes on these sources, answering questions, and then write an information essay about dental health.
Directions for beginning: You will now watch one video and read two articles. Take notes because you may want to refer to your notes while writing your essay. You can look at any of the sources as often as you like.

Question: According to the video and articles, what are the most important steps in taking care of your teeth? Use details from the sources to support your answer.

Question: What do you think is the most important thing to do to keep your teeth healthy? Use details from the sources to support your answer.

Your assignment: Write an informational essay explaining what a person should do to have good dental health. Include details from the articles to support your ideas.

Common Core Standards
-Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
-Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
-Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
-Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words.
## PILOT BUDGET

### PROFESSIONAL DEVELOPMENT

<table>
<thead>
<tr>
<th>Item</th>
<th>Qty</th>
<th>Unit Price</th>
<th>Total (includes tax)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Courses for Teachers &amp; Administrators-FMU Fee</td>
<td>3</td>
<td>$3,000.00</td>
<td>$9,000.00</td>
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<tr>
<td>Graduate Courses for Teachers &amp; Administrators-Instructor Payment</td>
<td>3</td>
<td>$2,482.20</td>
<td>$7,446.60</td>
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<tr>
<td>Course Supplies</td>
<td>3</td>
<td>$1,050.00</td>
<td>$3,150.00</td>
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<tr>
<td>Speakers</td>
<td>2</td>
<td>$1,500.00</td>
<td>$3,000.00</td>
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<tr>
<td>Books &amp; Materials</td>
<td>69</td>
<td>$25.00</td>
<td>$1,725.00</td>
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<tr>
<td>Apps</td>
<td>69</td>
<td>$45.00</td>
<td>$3,105.00</td>
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<tr>
<td>Content Specialists Training</td>
<td>6</td>
<td>$2,990.00</td>
<td>$17,940.00</td>
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**SUBTOTAL:** $45,996.60

### DEVICES

<table>
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<tr>
<th>Item</th>
<th>Qty</th>
<th>Unit Price</th>
<th>Total (includes tax)</th>
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<tbody>
<tr>
<td>Teacher iPad</td>
<td>47</td>
<td>$350.00</td>
<td>$17,766.00</td>
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<tr>
<td>Administrator iPad</td>
<td>13</td>
<td>$350.00</td>
<td>$4,914.00</td>
</tr>
<tr>
<td>Classroom Charge / Sync Stations</td>
<td>47</td>
<td>$3,921.95</td>
<td>$199,078.18</td>
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<tr>
<td>Classroom Device Sets (30 / classroom)</td>
<td>1410</td>
<td>$350.00</td>
<td>$532,980.00</td>
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</table>

**SUBTOTAL:** $754,738.18

### SUPPLIES

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<th>Item</th>
<th>Qty</th>
<th>Unit Price</th>
<th>Total (includes tax)</th>
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</thead>
<tbody>
<tr>
<td>Apps</td>
<td>1410</td>
<td>$50.00</td>
<td>$76,140.00</td>
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<tr>
<td>Cases</td>
<td>1470</td>
<td>$25.00</td>
<td>$39,690.00</td>
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<tr>
<td>Projection Adapters</td>
<td>50</td>
<td>$20.00</td>
<td>$1,080.00</td>
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<tr>
<td>Keyboards</td>
<td>1472</td>
<td>$45.00</td>
<td>$71,539.20</td>
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</table>

**SUBTOTAL:** $188,449.20

**TOTAL BUDGET**

- **Professional Development** | $45,996.60
- **Devices** | $754,738.18
- **Supplies** | $188,449.20

**TOTAL** | $989,183.98
E-rate Plan

Full access to telecommunications and information resources makes possible the rich teaching and learning that take place in schools and libraries. For these institutions to provide the high level of service necessary for their students and patrons to participate fully in American society, the costs can be great. Telecommunications and Internet access, the hardware needed for assembling local networks, and maintenance of systems and machines can stretch budgets that are already under stress.

The universal service Schools and Libraries Program, commonly known as “E-rate,” helps ensure that schools and libraries can obtain telecommunications and Internet access at affordable rates.\(^4\)

Darlington County School District uses e-rate funds as described below

<table>
<thead>
<tr>
<th>Description</th>
<th>E-rate Category</th>
<th>FUNDING YEAR REQUEST</th>
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</thead>
<tbody>
<tr>
<td>Local Phone Service</td>
<td>Telecommunications</td>
<td>X</td>
</tr>
<tr>
<td>Long Distance Phone Service</td>
<td>Telecommunications</td>
<td>X</td>
</tr>
<tr>
<td>Leased Circuits – Wide Area Network</td>
<td>Telecommunications</td>
<td>X</td>
</tr>
<tr>
<td>Website Hosting</td>
<td>Internet Access</td>
<td>X</td>
</tr>
<tr>
<td>Voice System Maintenance</td>
<td>Basic Maintenance</td>
<td>X</td>
</tr>
<tr>
<td>Network Infrastructure Maintenance</td>
<td>Basic Maintenance</td>
<td>X</td>
</tr>
<tr>
<td>Cable Plant Basic Maintenance</td>
<td>Basic Maintenance</td>
<td>X</td>
</tr>
<tr>
<td>Network Infrastructure Maintenance Services</td>
<td>Basic Maintenance</td>
<td>X</td>
</tr>
<tr>
<td>Network Operating System(s) Licensing</td>
<td>Basic Maintenance</td>
<td>X</td>
</tr>
<tr>
<td>Internal Web Servers</td>
<td>Internal Connections</td>
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</tr>
<tr>
<td>Video Infrastructure</td>
<td>Internal Connections</td>
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<tr>
<td>Servers – DNS, DHCP, Email</td>
<td>Internal Connections</td>
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<tr>
<td>Switch Infrastructure Upgrade</td>
<td>Internal Connections</td>
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<tr>
<td>Voice System Upgrade</td>
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</tr>
<tr>
<td>Wireless System Upgrade</td>
<td>Internal Connections</td>
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</table>

\(^4\) [http://www.usac.org/sl/about/getting-started/default.aspx](http://www.usac.org/sl/about/getting-started/default.aspx)