

# BCS 1:WORLD DIGITAL CONVERSION



**TECH TEACHER LEADER  
PLAN**

# Tech Teacher Leaders:Rationale

## **RATIONALE**

As we experience changes more rapidly than any time in human history, serious thought and consideration should be given to the world our students will encounter as they complete their educational experience. Already, it is hardly enough to graduate with a high school diploma prepared to enter a fulfilling career. Most vocations require a significant amount of training, much after high school is completed, and focusing on the application of technology in the workplace. The job of preparing students for this environment requires a radical change in what we teach, as well as how we teach. Technology must be used to facilitate this radical change.

By using technology to enhance instruction, rigorous content can be learned at a much deeper level, applied in creative and novel ways, and personalized to meet each student's needs. To be effective, however, teachers must move beyond using devices as merely a researching resource or document producer (hence the term "Thousand Dollar Pencil") and use them to deliver content in unique and powerful ways. This requires a huge shift in pedagogy and educator mindset. Quality preparation, training, and support will be necessary to assist educators with this change.

Challenging as it may seem, this change is already underway. Teachers throughout our system are growing by leaps and bounds integrating technology into effective instruction. Blount County Schools is experiencing a transformation as teachers learn and courageously apply new ideas, strategies, and projects. Some have converted to using free digital textbooks and editing content to make the curriculum their own. Others have flipped their classrooms, teaching students the skills of monitoring their learning with great results. The excitement and enthusiasm is present to make this educational shift a reality.

For many teachers, though, this change is naturally concerning. While this group may be interested, the lack of tech skills or exposure leaves them wondering if they will be able to make this shift. It is important to bring these teachers along with the best training and support possible.

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Experience has taught us that the best professional development occurs in school--often between classes and during lunch as teachers converse and share their expertise. It would be futile to provide the traditional centralized "sit-and-get" PD with no follow-through or support in the classroom. It is critical that all teachers have access to on-going, practical training and support every day to make the shift to teaching effectively using technology.

To provide this crucial training and support, a Tech Teacher Leader model will be used by Blount County Schools. These TTLs are early adopters with experience using technology in their classrooms and a desire to coach others. As they continue to teach, they will also be trained to support other teachers improving the use of technology in instruction. TTLs will collaborate with their colleagues, administrators, and district Tech Team to grow technology-infused classrooms. They will observe teachers, provide ideas and strategies, model lessons, and conduct on-site, relevant, and timely training. These TTLs will also provide the district team with important feedback about the progress and needs of their teachers and schools. This will play a vital role in the successful implementation and continuation of the digital conversion process.

Tech Teacher Leaders will be selected by a rigorous process considering not only their tech skills or knowledge, but their leadership, instruction, and ability to support other teachers. TTL's will be classroom teachers themselves, still teaching their classes. To equip these teacher leaders, a class set of Chromebooks will be provided along with a teacher device. In addition, they will be given ongoing training to support the instructional mission, the first being how to coach adult learners. They will also receive a stipend and release time to teach, share, model, and support other teachers in their school. As the instructional tech leader, they will represent their school with the BCS Tech Team, receiving crucial training and providing valuable input. A tough assignment, to be sure, but one that plays a vital role in true, meaningful change. A lasting change key to our primary mission-maximizing the academic potential (student learning) in each student.

# TTL Competencies and Beliefs

## COMPETENCIES

- Engage in continual learning to deepen pedagogical knowledge in technology integration
- Manage time efficiently
- Display honesty, trustworthiness, reliability, and sincerity in all interactions
- Foster a culture of collaboration with and support the development of colleagues, TTL peers, and administrators
- Understand and respond to the needs of adult learners
- Persevere in the face of obstacles
- Communicate effectively
- Approachable
- Hold self and others accountable for student learning
- Influence others to achieve results while building strong relationships through mutual respect
- Value the importance of digital citizenship in the education of each student
- Experience and success using technology with students

## BELIEFS

- All students have the right to a high-quality education, including access to relevant technology
- All students can achieve at high levels with the right instruction and supports
- All teachers can achieve at high levels--great teaching is a process of continual, reflective inquiry and can be improved through dedication and hard work
- Maintaining effective communication and collaborating with all stakeholders is a key component to growth and development
- Instructional decisions should be based on individual students' needs
- Learning is a lifelong process. Modeling lifelong learning is a professional responsibility
- Teachers who engage in high-quality professional learning can positively impact student learning
- Relationships are fundamental for learning to take place; a collaborative culture builds trust, which is vital to relationships

# Roles and Responsibilities

## Teaching and Learning

- Coach teachers and model design and implementation of tech-enhanced learning experiences
  - planning technology-rich instructional lessons addressing content and technology standards.
  - using a variety of research-based, learner-centered instructional strategies and assessment tools to personalize the learning experience for all students.
  - emphasizing creativity, higher-order thinking skills, and mental habits of mind (e.g. critical thinking, metacognition, and self-regulation)
  - using differentiation, including adjusting content, process, product, and learning environment
  - to continuously assess student learning by applying a rich variety of formative and summative assessments, analyzing student data, interpret results, and communicate findings to improve instructional practice and maximize student learning
  - using online and blended learning, digital content, and collaborative learning networks to support and extend student learning
  - encouraging expanded opportunities for online professional development for teachers and administrators
- Model effective classroom management and collaborative learning strategies to maximize use of digital tools
- Maintain and manage a variety of digital tools and resources for teachers and student use
- Use digital communication and collaboration tools to communicate locally and globally with students, parents, peers, and the larger community
- Model and promote strategies for achieving equitable access to digital tools and resources as well as tech-related best practices for all students and teachers
- Design, develop, implement, and evaluate technology-rich professional learning opportunities that model principles of adult learning and promote digital age best practices in teaching, learning, and assessment



# Identification, Selection, and Retention Strategies

## IDENTIFICATION

- Digital Conversion Plan delivered and explained to School Board, administrators, and school faculties.
- Memo (email) and recruitment posters framing TTL program.
- Informational meeting: Mary Blount Elementary School Library on Thursday, March 24 TWO times--4 p.m. OR 6 p.m.
- Disposition screening (Each applicant must have their principal complete a disposition assessment.)

## SELECTION

- Application process-PDF available for information to applicants about the Tech Teacher Leader program.
- Completion of a Candidate Disposition form by the current administrator.
- Interview process with independent administrative team. The process will include a formal interview by two independent administrators graded on a rubric. An electronic short answer written response portion will be assessed by rubric by the Director of Schools and Assistant Director. Both will take place on Monday, April 11 at Mary Blount Elementary.
- A possible total of 40 TTLs will be selected-14 for K-2; 14 for 3-5; 8 for 6-8; and 4 for 9-12. The intent of allocation is 1-2 per school, however, **actual allocation will be dependent on individual school need and applicant selection.**

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## RETENTION

### TERM LIMIT

Each TTL will be reviewed at the end of each school year by the BCS Tech Leadership Team and the building level administrator. Input from the staff will also be a key part of this evaluation process.

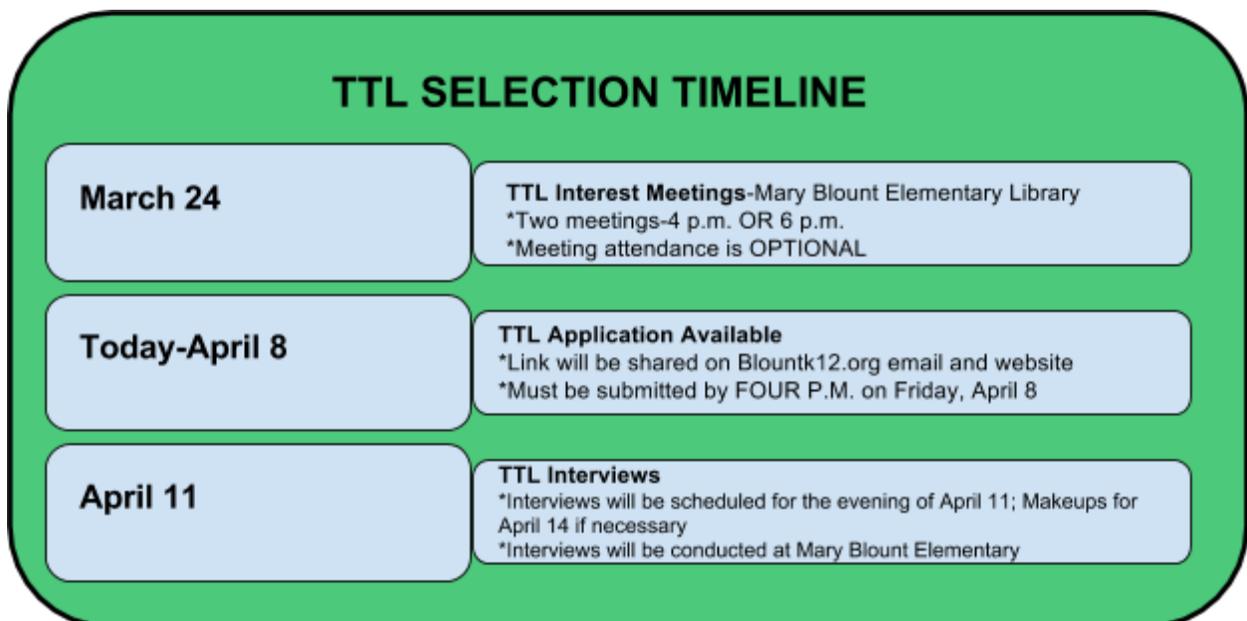
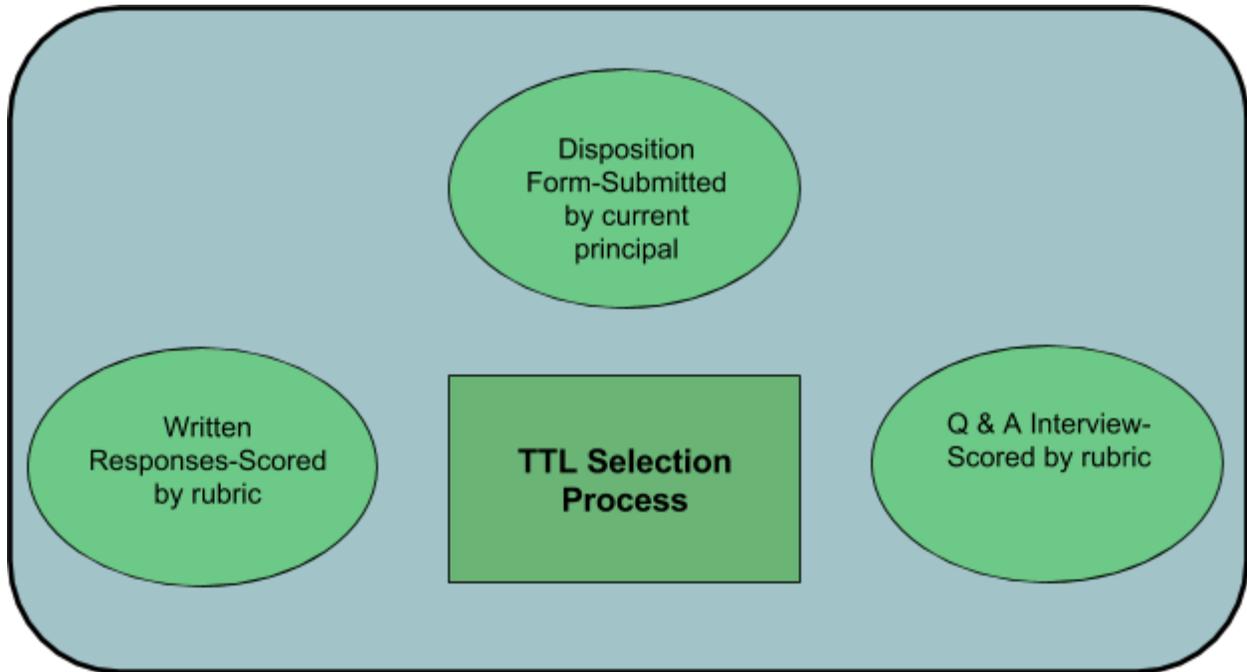
### COMPENSATION

- Each TTL will receive a \$1,500 Differentiated Pay stipend
- Ten (10) release days will be provided for each TTL. These may be used as whole days or half-days. TTLs may also work with their building level administrators to explore alternative scheduling providing release time.
- TTLs will receive training and feedback at monthly meetings with the BCS Tech Team held after school at the Central Office.
- Additional trainings and conferences are budgeted for each TTL. The specific training and conferences will be decided by collaboration between the TTL and the BCS Tech Team.
- A class set of Chromebooks and teacher device will be issued.

Ongoing support and assistance will be provided to TTLs by the BCS Tech Team.



# Selection Process and Timeline



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# COMPONENTS OF THE SELECTION PROCESS

## APPLICATION

- [Application Form](#)
- Complete and submit NO LATER than **4:00 P.M., Friday, April 8.**

## DISPOSITION FORM

- Completed by current principal
- Questions related to teacher professionalism, capacity, and work ethic

## INTERVIEW

- Q & A format
- Teams of 2-3 independent administrators
- All interviews will be scheduled on April 11, unless there is an unavoidable scheduling conflict. A makeup day, if necessary will be provided on April 14.
- Responses will be scored on a rubric

## WRITTEN RESPONSE

- Completed in the Computer Lab immediately following the interview
- 30 minutes to respond to two (2) prompts
- Responses will be scored on a rubric

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## For More Information

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