DLConnect Technology Integration Program
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Effective technology-focused professional development (PD) for classroom educators depends upon many factors at the district, school, and teacher level. The DLConnect team has many years of experience facilitating educators and administrators who wish to increase technology integration with classroom practice. Our program is a proven example of effective technology-focused professional development.

PD is a process requiring distributed demonstrations, hand-on training, actual use, and peer interactions. Professional development must be an ongoing activity, as "shotgun" approaches often do little to promote real change. The DLC program is distributed over a semester, with multiple training sessions, activities, and follow-ups allowing teachers time to explore new technologies and build links with curriculum.

PD should be situated in authentic physical and social contexts, to take advantage of the fact that learning is situated, social, and distributed across individuals, other, and tools in the context of real use. The DLC team travels to schools for hands-on training with cutting-edge tools.

PD should be relevant and flexible, linking content and technology standards to a clearly articulated vision in terms of student outcomes. The DLConnect PD program actively engages teachers in targeted activities for their subjects and grades, allowing them to see links between PD, curriculum, and student outcomes. A thorough needs analysis among administrators and teachers ensures that we can balance individual needs with need for overall change.

PD should combine individual with organizational growth, and should fit into an overall plan for change at the school and district level. Incentives and support play an important role in a strategic agenda for change. Participating teachers should receive rewards for performance. The DLC program helps stakeholders to articulate their technology-related needs and to set goals.

PD should facilitate curricular integration, since good ideas become action through integration not presentation. People learn by doing, and historically too much focus in technology PD has been put on the mechanics of use, and access issues, rather than on integration. DLC provides specific strategies for integration with different content areas and pedagogic styles.

Educators need support at all levels to accomplish change. Teachers are under time constraints and other pressures, which are specifically addressed in the DLC program. Participants and administrators are lead through a process of articulating, prioritizing, and justifying their technology integration needs. This needs analysis ensures an informed dialog between stakeholders at all levels.

<u>Education is a collaboration</u>, encompassing communities of practice where ideas are shared. The DLC program is a collaboration between USU, districts, schools, and educators; and focuses on creating communities of practice among participants.