

Archdiocese of Philadelphia Schools
Educational Technology Plan
2016 - 2021



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Educational Technology Plan

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Core Purpose

To Equip Saints for Life in this World and The Next!

Vision Statement

*Responding to God's call, we are the world's premiere center
for the teaching mission of the Church.*

Executive Summary of Education Technology

The Archdiocese of Philadelphia Office of Catholic Education seeks to make universal recommendations in the use of Education Technology to help meet the needs of all students across the Archdiocese of Philadelphia. These recommendations encompass the devices, baseline software, and best practices that contribute to the educational experiences, and improve the academic outcomes of our students in both elementary and secondary schools.

As a school community viewing these recommendations, it is imperative that schools first meet the baseline infrastructure needs for the implementation of teacher and student devices. Without a sound infrastructure, the addition of devices or software may not produce the successful desired educational outcomes. Please refer to the “Recommendations on Infrastructure and Network” Standards, being launched in the fall of 2016, for further guidelines and information. Additionally, school communities should seek the consultation of the Office of Catholic Education Senior Network Technicians to assist in observance of these guidelines and infrastructure upgrades.

Throughout this document, school communities will see the recommendation of specific devices and tools for use at the elementary and secondary levels. While the configuration of these devices is at the discretion of individual schools, some explanation is required concerning the inclusion of these devices and tools:

- Google Apps for Education (GAFE) is the recommended platform for cloud based computing and storage at both the elementary and secondary levels. The GAFE suite offers free unlimited storage for schools and easy collaboration within an easily managed, customizable domain. School communities should utilize GAFE for email, document storage, collaborative work, etc. Administrators of the GAFE domain have the ability to allow or restrict individual apps within the domain for teachers and/or students. School communities may make individual decisions as to grade level use and restrictions within their own GAFE domains. The senior technicians for the Office of Catholic Education can aid schools in the making smooth transitions to this

platform. Additionally, local Intermediate Units (IU) and the Office of Catholic Education's Technology Integration Coach(es) can assist with instruction on the individual GAFE tools.

- iPads are the recommended tablet option for primary grades, PreK-2. iPads offer the widest range of education apps and flexibility for these grade levels. Further, many students have prior exposure to these devices, allowing the focus to be placed on academic skills rather than technology skills (which can be supplemented in the computer lab, as described in the Archdiocese of Philadelphia's Technology Curriculum guidelines).
- Chromebooks are recommended for Grades 3-12 for a variety of reasons. These devices are low cost and durable, while supporting the robust research and word processing needs of students. The ease of use, configuration, and management of Chromebooks also lends itself to this recommendation. Finally, because Chromebooks utilize Google Apps for Education and cloud based storage, students will have the ability to access materials easily from outside of the school building.
- Specialized Labs will continue to complement student devices for specific software needs that cannot be supported on a Chromebook (for example, but not limited to: graphic arts, CAD, browser transition to HTML5, or music editing software).

The recommendations presented offer a range of options and solutions so that schools have the ability to best meet the diverse needs of a school community. Further, these recommendations were developed with the progression of our students throughout our elementary schools, into our high schools, and promote career and college readiness skills, as both developmentally and academically appropriate. It is our goal to ensure all Archdiocese of Philadelphia students receive a robust academic foundation, with our faith as a compass, to develop well-rounded, global citizens.

Goals and Objectives

In the continued implementation of educational technologies in both elementary and secondary schools, the Office of Catholic Education will look for the achievement of the following major universal goals:

- ***By September of 2017***, all elementary and secondary schools will utilize Common Sense Media’s Digital Citizenship lesson plans and curriculum. For elementary schools, content area teachers and technology teachers will work in collaboration to integrate these lessons. In the secondary school setting, these lessons should be integrated into technology, digital literacy, and/or religion courses.
- ***By September of 2018***, all elementary and secondary schools will utilize Google Apps for Education (GAFE) as a platform for cloud-based, collaborative learning. Additionally, all elementary and secondary schools will meet the minimum baseline requirements on school wide devices, as outlined within this document.
- ***By September of 2018***, all elementary and secondary schools will utilize a free online learning management system to increase student engagement, communication, and collaboration. Schools should choose a single universal tool for the entire school community. For elementary schools, grades 3-8, Google Classroom (highly recommended) or Edmodo are the accepted platforms. For secondary schools, Google Classroom (highly recommended) or Schoology are the accepted platforms. Further, the Office of Catholic Education will continue the investigation into robust Student Information Systems and/or Learning Management Systems for future implementation and integration into existing systems.
- ***By September of 2020***, all elementary and secondary schools will have established progress towards meeting the minimum baseline device requirements for student, teacher, and school wide devices, as outlined within this document.
- ***By the conclusion of the 2020-2021 school year***, all elementary and secondary schools will have developed a plan for, and taken action on, implementation of a 1:1

device program for students in grades 3 through 12. Additionally, schools will include plans for refreshment cycles on all school devices, as outlined within this document.

It is the desire of the Archdiocese of Philadelphia Office of Catholic Education desire to enhance the learning experience of all students to prepare them for the highly collaborative digital world into which they will enter.

Recommended Elementary School Student Use Devices

<u>Student Grade Level</u>	<u>Minimum Baseline Recommendation</u> <u>September 2020</u>
PreK-2	Cart based or 'Centers' based iPads: One cart of 30 devices per 60 students OR 1 iPad per 5 students for Centers
3-5	Cart based Chromebooks or alternative laptop: 1 cart of 30 devices for every 60 students
6-8	1-to-1 Chromebooks or alternative laptops
School Wide	PC or Mac Computer Lab

Rationale: In the youngest grade levels, tablets offer the best flexibility and academic opportunity for our students. However, by grades 3 and up, a more robust system is needed to support the research, word processing, and tools needed to successfully integrate technology into the curriculum of the Archdiocese of Philadelphia. The availability of a more robust computer lab (or access to devices with a full operating system) is essential to fulfill capabilities that a Chromebook or iPad cannot offer. Schools that opt for 1-to-1 devices with a full operating system will not need an additional Computer Lab.

Enhancements: School communities may opt to have a smaller device to student ratio as deemed appropriate by the school. A secondary cart of iPads for availability of use in grades 3-8 may also be beneficial for creative collaboration, such as movie editing. School communities may make localized decisions regarding cell phone use in the classroom.

Implementation: Administration should plan for a staggered roll out of all devices. This allows schools to disperse the cost of these devices over time, as well as, make the best use of any currently deployed devices. Furthermore, school communities are able to make independent decisions regarding the viability of a 'Bring Your Own Device' (BYOD, student choice of device) or 'Bring Your Own Tech' (BYOT, school defined device) structure for their school community. For example, a school may opt to have a "Bring Your Own Chromebook" for grade levels 6-8 to help defray costs, by asking students to bring in a personally owned Chromebook for school use.

Recommended Elementary School Teacher Used Devices

<u>Teacher Grade Level</u>	<u>Minimum Baseline Recommendation</u> <u>September 2020</u>
PreK-2	Robust laptop and iPad
3-8	Robust laptop
School Wide	Current SmartNotebook or Interactive projector software and drivers, Microsoft Office suite

Rationale: Teachers need the robust and full capabilities of a laptop (PC or Mac) in order to best fulfill professional responsibilities. Additionally, primary teachers should have an iPad, as this is the recommended device for their students. This allows for teachers to deeply develop their own professional usage of iPads as well as explore best practices in the usage of these devices in the classroom.

Enhancements: School communities may include an iPad for all teachers in grades 3-8 and/or specialty areas. School communities may also opt to purchase software to enhance the professional practices and resources of teachers as complements the individual needs of the school.

Implementation: Administration should plan for a staggered roll out of all devices. This allows schools to disperse the cost of these devices over time as well as make the best use of any currently deployed devices.

Recommended Elementary School Building Wide Tools and Devices

<u>Device</u>	<u>Minimum Baseline Recommendation</u> <u>September 2018</u>
SmartBoard/Projectors	A minimum of a high quality interactive projector or SmartBoard (preferred) within all content areas classrooms
Printers	Within Computer Lab and/or 1 per floor
Google Apps for Education (GAFE)	Cloud based computing and storage

Rationale: In the elementary setting, the use of SmartBoards or Interactive Projectors promotes positive academic outcomes. These devices offer an enhanced learning experience and many curriculum connections.

Enhancements: School communities may select an interactive panel (HD quality) for content area classroom and/or include any specialty classrooms. Schools have the ability to explore the option of specialized devices, such as 3D printers, Apple TVs, Virtual and Augmented Reality tools, and Makerspaces to enhance and support curriculum.

Implementation: Administration should plan for a staggered roll out of all devices. This allows schools to disperse the cost of these devices over time as well as make the best use of any currently deployed devices.

Device Refreshment Cycle

As a best practice in Educational Technologies, schools should plan and budget for reasonable device refreshment cycles. This allows for devices to stay current and in good working order.

Devices	Refreshment Cycle
Student Use iPads, Chromebooks, or Laptops	Every 4 years, or as needed
Student Use Computer Labs	Every 5 years, or as needed
Teacher Use iPads and laptops	Every 4-5 years, or as needed
Smartboards and Interactive Projectors	Every 8 years, or as needed
Specialized Devices	As needed

Recommended Secondary Schools Student Use Devices

<u>Device</u>	<u>Minimum Baseline Recommendation</u> <u>September 2020</u>
Chromebook	1-to-1
Computer Lab	Robust PC or Mac labs to meet specialized programming and full operating system needs

Rationale: As our secondary students transition to the use of Google Apps for Education, a Chromebook easily meets the needs of daily student use. These devices would complement more robust computer labs for specialized software needs that cannot be supported on a Chromebook (for example, graphic arts or music editing software).

Enhancements: School communities may opt to select a full laptop as an alternative to a Chromebook as a student device. Additionally, school may elect to have cart-based iPads available for students or teachers to offer other curriculum enhancements. School communities may make localized decisions regarding cell phone use in the classroom.

Implementation: Administration should plan for a staggered roll out of all devices. This allows schools to disperse the cost of these devices over time as well as make the best use of any currently deployed devices. Furthermore, school communities are able to make independent decisions regarding the viability of a 'Bring Your Own Device' (BYOD, student choice of device) or 'Bring Your Own Tech' (BYOT, school defined device) structure for their school community. For example, a school may opt to have a "Bring Your Own Chromebook" to help defray costs, by asking students to bring in a personally owned Chromebook for school use.

Recommended Secondary Schools Teacher Use Devices

<u>Device</u>	<u>Minimum Baseline Recommendation</u> <u>September 2020</u>
Laptop	Robust PC or Mac laptop with Microsoft Office and any needed specialized software

Rationale: Teachers need the robust and full capabilities of a laptop (PC or Mac) in order to best fulfill professional responsibilities.

Enhancements: School communities may include a tablet for all building teachers. School communities may also opt to purchase software to enhance the professional practices and resources of teachers as complements the individual needs of the school.

Implementation: Administration should plan for a staggered roll out of all devices. This allows schools to disperse the cost of these devices over time as well as make the best use of any currently deployed devices.

Recommended Secondary Schools Building Wide Tools and Devices

<u>Tool or Device</u>	<u>Minimum Baseline Recommendation</u> <u>September 2018</u>
Projector	High Quality HD projector
Printers	Available within Computer Labs
Google Apps for Education (GAFE)	Cloud Based computing and storage

Rationale: At the secondary level, the interactivity of a SmartBoard or Interactive Projector is not as imperative as within the elementary setting. As an alternative, secondary schools should seek to invest in HD projectors. These projectors offer the greatest flexibility during the time of transition for those considering moving from using the SmartBoard in the classroom to an alternative.

Enhancements: School communities may choose to include interactive boards or panels, as determined by the needs of the community and content area specific use. Schools may choose to move toward HD displays, such as large screen TVs, that eliminate the need for projectors altogether and provide for a longer life span. Further, schools can opt to utilize specialized hardware or software, such as 3D printers, Makerspaces, Robotics to support academic programs and goals.

Implementation: Administration should plan for a staggered roll out of all devices. This allows schools to disperse the cost of these devices over time as well as make the best use of any currently deployed devices.

Device Refreshment Cycle

As a best practice in Educational Technologies, schools should plan and budget for reasonable device refreshment cycles. This allows for devices to stay current and in good working order.

Devices	Refreshment Cycle
Student Use iPads, Chromebooks, or Laptops	Every 4 years, or as needed
Student Use Computer Labs	Every 5 years, or as needed
Teacher Use iPads and laptops	Every 4-5 years, or as needed
HD Projectors	Every 8 years, or as needed
Specialized Devices	As needed

Technology Integration and Professional Development Recommendations

Defining Technology Integration

Both teachers and students utilize technology in various ways throughout the school day. Integrating technology refers to the use of technology to enhance, deepen, and extend classroom curriculum. In this case, the use of technology furthers the learning process and helps students to achieve lesson or unit objectives. In classrooms with high levels of technology integration, the technology itself becomes an seamless part of the classroom setting.

It is important to remember that utilizing technology in the classroom is not a substitute for best practices or effective classroom management. Rather, technology can enhance both of these experiences. Teachers and students alike will need to work through the continuum of gaining familiarity with a device to its application within the curriculum in order to make meaningful connections between technology and content.

There are several accepted models to describe the levels and expectations of technology integration in the classroom. The most widely utilized models in the Educational Technology community are the SAMR Model and TPACK Model.

The SAMR model enables teachers to utilize technology to develop higher order, rigorous learning experiences. SAMR aligns with Bloom’s Taxonomy, as it deepens and enriches lessons and assessments. For more information on SAMR, [Kathy Schrock’s](#) guide stands out in diversity of materials and examples.

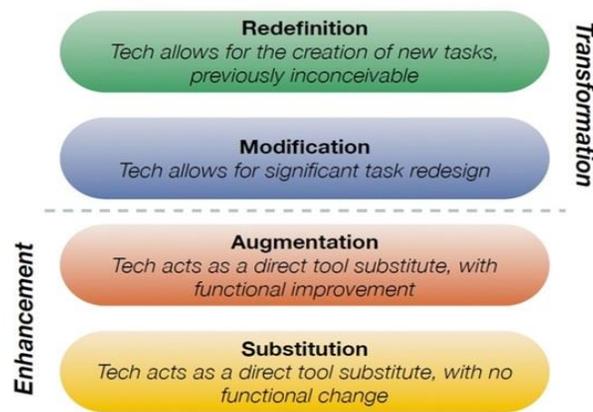


Figure 1. SAMR _____ 1

The TPACK model is the blend of content knowledge, pedagogical knowledge, and technological knowledge into robust learning experiences for students. More information on the TPACK model, along with resources for schools on implementation, can be found on their website www.tpack.org.

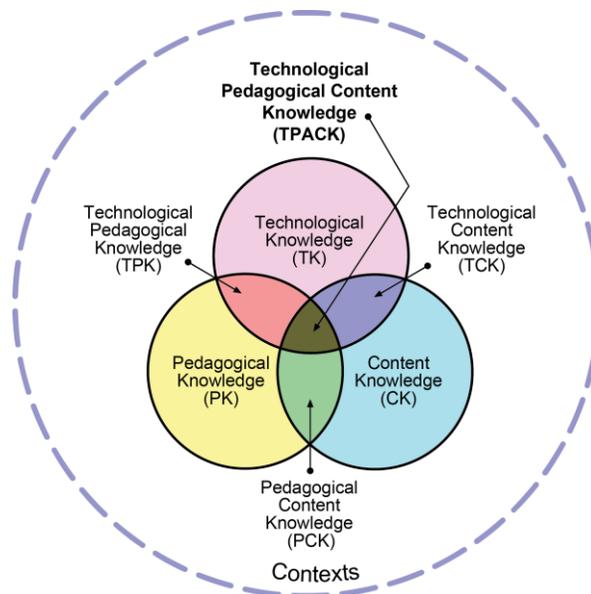


Figure 2. TPACK _____ 2

Schools will also find the [ISTE Standards for Teaching and Learning in the Digital Age](https://www.iste.org/standards/iste-standards/standards-for-teachers) to be outstanding guidelines for teacher, student, technology coach, and administrator use of technology.

- ISTE Standards for Teachers: <http://www.iste.org/standards/iste-standards/standards-for-teachers>
- ISTE Standards for Students: <http://www.iste.org/standards/standards-for-students-2016>

¹ "SAMR - Kathy Schrock's Guide to Everything." 2013. 23 Mar. 2016
<<http://www.schrockguide.net/samr.html>>

² Koehler, MJ. "What Is Technological Pedagogical Content Knowledge?." 2009.
<<http://www.citejournal.org/articles/v9i1general1.pdf>>

- ISTE Standards for Technology Coaching: <http://www.iste.org/standards/iste-standards/standards-for-coaches>
- ISTE Standards for Administrators: <http://www.iste.org/standards/iste-standards/standards-for-administrators>

Selecting Tools and Apps for School Use with Sample Exemplary Tools and Apps

There are many factors to consider when selecting tools and apps for technology integration in the classroom. This should always be done with thoughtful consideration and best practices in mind, since there is an enormous volume of educational technology applications available. When selecting tools and apps for integration, teachers and administrations should ask themselves the following questions in order to choose the best tools for students:

- Does the tool help students learn *how* to think, rather than *what* to think? Students will gain the most rigorous growth when utilizing tools to apply and deepen knowledge.
- Does the tool align itself with curriculum objectives, higher levels of Bloom’s taxonomy, SAMR and/or the Rigor and Relevance Framework? Tools should partner with content, rather than being a stand-alone “technology” skill.
- Does the tool work for the students currently in the classroom? From year to year, the tools utilized in the classroom may need to change to meet the needs of all our diverse learners.
- Does the tool add to or distract from our classroom culture? If a tool takes away from academic focus or requires too much transition time, then a teacher may seek to find a tool that is a better “fit” in the classroom.
- Does the tool keep the ideals of our faith in mind OR provide the opportunity to model faithful digital citizenship to students? Applications with content contrary to our beliefs or promote inappropriate activity should not be utilized in the classroom. More information on this can be found in the Archdiocese of Philadelphia’s Acceptable Use Policy to guide best practices in this area.

Furthermore, utilizing the “Four C’s” can be an excellent guideline in the selection and implementation of educational technology tools. When taking the soft skills of communication, collaboration, critical thinking, and creativity into account, greater levels of academic and technology rigor will be implemented. Apps and tech tools that use this pedagogical model as a guideline will help students apply their content knowledge and

reach beyond a static skill set. These skills, when partnered with rigorous academic content, help to produce well rounded digital citizens.

For each of the [Four C's](#)³, sample exemplary web tools and apps have been included. These tools are fantastic starter applications, but are in no way the only exemplary tools available, as the world of technology is fast paced and ever changing. For tools and applications that employ more content area information, seek out the advice of teacher leaders, curriculum specialists, and technology coaches for the best, personalized recommendations.

Skill	Recommendations	
	Elementary	Secondary
<p>Communication</p> <p>Considered one of the most important skills for career and college readiness, students are called to be effective communicators in our global society. These skills range from public speaking to strong writing proficiency, as well as, the knowledge of media and technology as a means of reaching an audience.</p>	Google Classroom Edmodo Kidblog Animoto (K-12) GoAnimate Skype (K-12)	Google Classroom Schoology Edublog Canva Haiku Deck (K-12) Hangouts (K-12)
<p>Collaboration</p> <p>Students today need to understand how to work with a variety of other people, recognizing that the collective knowledge can be greater than any one individual. These skills also help students to learn flexibility, resiliency, and how to share responsibility within the classroom.</p>	Google Apps for Education Educreations (K-12) Skitch (K-12)	Google Apps for Education ExplainEverything (K-12) Twitter (K-12)
<p>Critical Thinking</p> <p>Problem solving and critical thinking are essential skills for the classroom and beyond. Critical thinkers learn to make decisions, focus, to have</p>	Nearpod (K-12) Scratch Popplet Evernote (K-12)	Socrative (K-12) Code.org (K-12) Today's Meet Notability (K-12)

³ "Preparing 21st Century Students for a Global Society - NEA." 2012. 23 Mar. 2016
<http://www.nea.org/assets/docs/A-Guide-to-Four-Cs.pdf>

determination and stamina of the mind. The application and synthesis of information provides a rigor background used within problem solving.		
Creativity Without the creative, innovative mindset, our society today would be very different. Promoting creativity in our students leads to a wide range of thought and knowledge application.	Drawing Pad Toontastic iMovie (K-12) Garage Band (K-12)	Procreate Adobe Creative Cloud

*Tools listed in this table contain a mix of free and paid applications across varied platforms.

**Many of these tools are universal for K-12 use; however, some may align more appropriately with K-8 or 9-12 curriculum.

Many textbook companies offer companion websites and tools to help build upon content knowledge. These tools are wonderful for extending the academic knowledge of students. Other exemplary web tools and apps for classroom integration include, but are not limited to:

Purpose	Tools
Formative Assessment	Google Forms, Plickers, Kahoot, Quizizz Nearpod, Socrative
Digital storytelling	Book Creator, VoiceThread, AudioBoom, Tellagami, Glogster, GarageBand, iBooks Creator
Classroom management and parent communication	Remind, Google Sites, Class Dojo, TeacherKit
Flipped Classroom	EdPuzzle, EduCanon, Edmodo
Digital Portfolios	Google Sites/Drive, Seesaw, Easy Portfolio
Core Math Skills	Khan Academy, Todo Math, Geogebra, Motion Math, Illuminations, Desmos
Critical Reading and Literacy Skills	Newsela, Epic!, Endless Reader, Endless ABC, Smithsonian Tribune Subtext, DPLA
Science Skills	PHET, Kodable, Tynker, Hopscotch, Science 360, Algodoo, Code Academy
History and Geography Skills	News-o-matic, Britannica Kids, Stack the States/Countries, My Congress, Today in History, Ken Burns / PBS series

Foreign Language Skills	Duolingo, Rosetta Stone
Catholic Identity	Catholic Kids, EWTN Kids, iRosary, Sacraments123, iPieta, Stubenville, Confession app
Extended Learning	iTunesU, TED Talks

*Tools listed in this table contain a mix of free and paid applications across varied platforms.

**Many of these tools are universal for K-12 use; however, some may align more appropriately with K-8 or 9-12 curriculum.

Digital Citizenship

When speaking of the utilization and integration of technology within our schools, it is imperative to discuss the teaching of digital citizenship in the classroom. Digital citizenship and the development of our young digital citizens has a place in every classroom, at every grade level. As educators look for students to have a greater online presence through digital communication and collaboration, students need to have a foundation in ethical thinking and decision-making. It is often incorrectly presumed that because students use technology on their personal time that they are making safe choices in their digital life, or that they have positive digital role models to look to for guidance. However, digital citizenship is an independent skill to be explicitly taught throughout the K-12 curriculum. In an ever-changing digital world, it is of the utmost importance that students create and maintain a positive digital footprint throughout their K-12 career, establishing good habits for entering post-secondary life.

Exemplary Resources for Digital Citizenship Curriculum and Best Practices

As teachers, administrators, and staff model digital citizenship for our children, many resources are available to guide our teaching. First and foremost, our Catholic faith provides a fantastic and unique opportunity to guide digital identity. The use of faith to promote digital citizenship can reach across grade and curriculum areas to develop our students into responsible global citizens.

The Acceptable Use Policy (AUP) for the Office of Catholic Education and the Archdiocese of Philadelphia should also be consulted for details regarding digital citizenship and the impact of technology on students. The latest edition of the AUP can be found on the Office of Catholic Education's Educator Portal. Additionally, the Technology Curriculum for the Archdiocese of Philadelphia Schools addresses digital citizenship instruction in the classroom.

Other exemplary resources for digital citizenship curriculum and best practices include, but are not limited to:

- [ISTE Standards](#)⁴ for Students, Teachers, Administrators, and Coaches all include objectives for digital citizenship to guide educators in their own personal practices and those with students.
- [Common Sense Media](#)⁵ provides an entire library of K-12 digital citizenship curriculum and lessons, available for free. These highly recommended lessons span a range of topics, including cyberbullying, privacy, and safety. This comprehensive site also offers training for educators, posters, videos, and other resources to enhance their curriculum. Common Sense Media also provides app recommendations for teachers, as well as, a Parent Center for trending topics and discussion forums.
- [NetSmartz](#)⁶ provides a library of K-12 resources for teachers, students, and parents from the National Center for Missing and Exploited Children. Videos, interactive games, and presentations are leveled for developmentally appropriate use in the classroom.
- [Edutopia](#)⁷ offers a wealth of information on best practices in digital citizenship and media literacy. Articles, tips, and resources are all submitted by teachers and are updated consistently. Additionally, there are articles aimed at parents to foster school to home communication.

⁴ "ISTE Standards." *Standards*. ISTE, 2016. Web. 04 Apr. 2016.

⁵ "K-12 Digital Citizenship Curriculum | Common Sense Media." *K-12 Digital Citizenship Curriculum | Common Sense Media*. Common Sense Media, 2016. Web. 04 Apr. 2016.

⁶ "NetSmartz." *NetSmartz*. National Center for Missing and Exploited Children, 2016. Web. 04 Apr. 2016.

⁷ "Digital Citizenship: Resource Roundup." *Edutopia*. Edutopia, 21 Oct. 2015. Web. 04 Apr. 2016.

Professional Development

Clear, consistent, and supported professional development is essential for the growth and effective integration of technology into the curriculum. Teachers need to have access to resources, and be given the time to develop technology skills and curriculum plans. Schools can assist the development of teachers' professional knowledge base and utilization in a variety of ways:

- **Through the identification of “teacher champions” of technology.**

Administrators have the unique opportunity to not only be digital leaders for their faculty, but also help to identify the leadership opportunities for champions within the school building itself. Teachers can lead short “lunch and learn” sessions, development days, or after school sessions to demonstrate and explore how technology is used in their own classrooms. This also helps teachers in the beginner stages of technology integration identify exemplary role models from whom to seek guidance.

- **Through the use of Personal/Professional Learning Communities (PLCs).**

School should seek to form PLCs of teachers to meet on a frequent and consistent basis. These communities bring teachers together to share and discuss best practices and tools. It is another way for teachers to support one another in their own digital literacy quest. For more information on establishing effective PLCs, please see ASDC's article from [Educational Leadership Magazine, “What is a PLC?”](#) .

- **Through resources provided by local Intermediate Units and other educational communities.**

The county IUs can offer many resources, in person support, and enhanced learning opportunities for teachers. This often brings an outside perspective to technology education. Administrators and teachers can also seek out learning opportunities from local school districts, local and national conferences, and EdCamp workshops throughout the area.

- **Through the Archdiocese of Philadelphia OCE Technology Department.**

The Technology department of the Office of Catholic Education can be a deep resource for administrators and teachers. Technology Integration Coaches are available for onsite PD or integration support, co-teaching, and personalized support.

Additionally, webinars are held monthly for both elementary and secondary teachers. Many new communication pathways have also opened up to connect and collaborate with the AoP Tech Team. These include, but are not limited to:

- Twitter: @aoptech and using the hashtag #aoptech
- Facebook: AoP Tech
- Pinterest: AoP Tech
- YouTube: AoP Tech
- Remind group: www.remind.com/join using the class code AoP Tech
- Resource website: www.aoptech.weebly.com
- Monthly newsletters
- Ongoing webinar offerings
- EdCamps and other large scale, in person professional development
- **Through online, self-guided resources.** There are many online resources for professional growth in technology integration. Specifically, Twitter can be a fantastic tool for professional growth by following and/or interacting with notable educators and other educators within the Archdiocese of Philadelphia. For recommendations on online resources to meet the needs of a specific school or teacher, please reach out to the Archdiocese of Philadelphia Technology Coach(es), champion teachers, or the local IU.

Providing well rounded, diverse, and frequent support can allow teachers feel more confident in their use of technology, as strides are made to effectively integrate technology for the benefit of all our students.

Summation

As our students are called to be faith-filled global citizens, educators today must heed the call to expand their professional horizons to incorporate technology in the classroom. Students need both explicit instruction on the proper use of technology and digital citizenship, while also observing role models of this in our school communities. Technology allows educators to meet the diverse needs of all Archdiocesan students, preparing them for academic life and beyond. When combining our faith, curriculum, teacher support, and the right technology, we can help produce the next generation of leaders and saints.