

Ohio ABLE Technology Point Person



FY 2010 Information







September 2009

Dear Technology Point Person,

Thank you for agreeing to serve as your local program's Technology Point Person (TPP). Your involvement and leadership in this initiative will help your program and its staff develop their expertise in Level 1 technology standards. It will also start your program and colleagues on the path to integrating technology into their personal and professional lives which will ultimately benefit the students served by Ohio ABLE.

This information packet is designed to provide you with the background and tools to help you get started with serving as your program's TPP. It will be followed up with:








-  Conference calls with your Regional Resource Center
-  A face-to-face training by your Regional Resource Center
-  Online support and technical assistance from the Technology Task Force
-  Technical assistance and training as needed by your Regional Resource Center

If you have any questions, please do not hesitate to contact your Regional Resource Center. Thank you again for your willingness to participate.

Happy computing!

Ohio ABLE Technology Task Force

TPP Resources

-  Technology Point Person (TPP) Job Description
-  ABLE Technology Initiative packet (background information/timeline)
-  Level 1 Technology Standards
-  AdultEd Online Assessment information
 - Connection to Level 1 Technology Standards
 - How to Complete
 - How to Use Results
-  Ohio ABLE Technology Trainings and Supports
-  Local Technology Training Plan template
 - Local Technology Training Plan samples
-  Implementing the Standards
 - Level 1 Technology Standards Progress Checklist
 - Level 1 Technology Standards Demonstration Options

Technology Point Person (TPP)

“Desired Characteristics”

- Has basic experience in utilizing computers and common applications.
- Is enthusiastic about the use of technology in education.
- Desires to help others acquire needed skills.
- Is able to attend face-to-face training and participate in conference calls.
- Is willing to serve as a link between the local program and the RRC to transmit information to and from each related to training needs and opportunities.

“Job Description”

- Participate in initial conference call.
- Attend face-to-face training for TPP held by RRC.
- Participate in other communication sessions via calls, webinars, electronic group, etc. as required.
- Assist local program staff in identifying key technology needs.
- Assist staff in achieving the Level 1 Technology competencies including assessment of achievement.
- Generate a Local Technology Training Plan indicating the areas for attention for the FY 2010 project year and proposed strategies to address them.
- Work with RCN to refine plan.
- Oversee the implementation of the plan.
- Serve as a liaison between the RCN and the local program staff on issues related to technology.
- Prepare and submit a brief end-of-year report.
- Revise plan for FY 2011.
- Continue implementing plan.
- Submit final report for years FY 2010 and 2011.

ABLE TECHNOLOGY INITIATIVE

PURPOSE

The State ABLE program has established a priority of increasing the use of technology within the ABLE classroom. It is obvious that a basic understanding of computer technology is essential. ABLE programs can play a role in beginning to bridge the digital divide that so often separates our students from the world of work and postsecondary instruction by introducing students to fundamental computer skills. In addition, technology offers opportunities for providing basic skills instruction in more efficient and creative ways.

GOALS

To utilize technology to its fullest, ABLE staff themselves need to have a basic familiarity with computer operations and common applications. The ABLE Fall Directors meeting in 2007 offered an introduction for ABLE directors to some of the computer basics, and the ABLE Resource Center Network (RCN) has regularly offered more in-depth technology sessions for directors and instructors who wish to attend them. But it is clear that a more sustained effort is needed to ensure that all ABLE staff have, at a minimum, a basic foundation of skills that will enable them in time to 1) help introduce their students to computer basics, and 2) employ technology in the ABLE classroom to enhance instructional content and improve efficiency.

To achieve the above goals we will implement a multi-year initiative to enhance technology use in the ABLE classroom by increasing the knowledge of basic computer operations and applications of ABLE staff. The *Ohio ABLE Technology Standards - Level 1* reflect the skills that the ABLE Technology Task Force has identified as fundamental computer skills.

It is understood that ABLE staff and programs vary widely in their current knowledge and use of technology. The process that we are putting in place will be sensitive to these differences. It is our expectation, however, that **by FY 2012, all funded ABLE programs will be able to ensure that a minimum of 75% of their staff have acquired all skills reflected in the Level 1 Technology Standards.**

As the initiative progresses, attention will turn more toward efforts to move beyond the basics. We will identify effective instructional strategies for ABLE instructors to use to integrate basic computer instruction into the ABLE classroom and to incorporate technology to enhance the ABLE classroom experience.

FIRST STEPS

Following is the process that will be utilized in the first phase of this initiative:

1. Each ABLÉ program will identify a Technology Point Person (TPP). The TPP will work with the local program's staff to identify technology needs, develop a plan to help local staff work toward achieving technology competencies, and serve as a direct source of communication to the RCN and the ABLÉ Technology Task Force about needs for resources and professional development. The TPP may also provide local workshops/training sessions for their ABLÉ teachers.
2. Regional Resource Center personnel will provide initial guidance via a two-step process of 1) a conference call, and 2) face-to-face training for the TPP. The role and functions of the TPP will be explained, the Technology Training Manual will be reviewed, and the procedures for developing a local technology plan will be explained.
3. TPPs will work with their local colleagues to identify professional development needs of teachers using a common assessment (AdultEd Online), set program priorities for meeting the Level 1 technology competencies, and develop a plan to help local staff work toward achieving the needed technology competencies.
4. RCNs will support local TPPs in developing the local technology plans. After draft plans are submitted to the RCNs, a determination will be made for how assistance will be provided to the local programs in terms of workshops, technical assistance or other resources to address their priority needs.
5. The TPPs will identify the type of support that they will offer to local staff, e.g., providing regular mini-trainings during staff meetings, assisting staff to identify resources for self study, etc.
6. The TPPs will periodically report on the progress of implementing the plan to the RCN. At the end of the project year the TPP, in consultation with the RCN, will review the plan and revise it as needed for the following year.

PLAN COMPONENTS

Following are the components of the Local Technology Training Plan:

- Program Information
- Staff Information
 - Results of needs assessment (AdultEd Online) in terms of areas most in need of professional development
- Focus Areas for FY2010
 - Competencies to be addressed in FY 2010
 - Activities and other strategies to address competencies
- Outcomes/Reporting Information
 - Technology goals
 - Progress tracking

FUNDING

Individuals serving as TPPs may choose to use the face-to-face training as one of their stipend activities. In addition, the TPP will receive \$100 upon submission of the end-of-year report for FY 2010 and \$100 upon submission of the FY 2011 report.

TIMELINE

Date	Activity
August 24, 2009	ABLE Technology Initiative disseminated to ABLE programs
September 15, 2009	Names of TPP submitted to RRC and State ABLE Consultant
September 21, 2009	RCN Technology Training of Trainers
September 22, 2009	TPP Information Packets sent by RRC (review expectations, assessment information, training schedule/logistics, Local Technology Training Plan templates and samples)
September 28 - October 16, 2009	Initial conference calls with TPPs by RRC
October 19 - November 30, 2009	Regional TPP Trainings and AdultEd Online assessment completed by all ABLE staff
January 8, 2010	Plans submitted
January 22, 2010	Plans approved
January 25 - May 31, 2010	FY2010 Local Technology Plans implemented
May 31, 2010	FY 2010 report submitted
August 1, 2010	FY 2011 plan submitted
May 31, 2011	FY 2011 report submitted

Ohio ABLE Technology Standards – Level 1

Area of Competency	Indicators		Benchmarks		
1. Basic Concepts of IT	1.1.1	ABLE staff are knowledgeable of basic computer components and their functions.	1.1.1.1	Can identify hardware components and explain their function.	
			1.1.1.2	Can identify peripherals and explain their function.	
			1.1.1.3	Can identify storage components.	
	1.1.2	ABLE staff can perform basic computer operations.	1.1.2.1	Can open and close programs.	
			1.1.2.2	Can save and manage files.	
			1.1.2.3	Can move between programs.	
	1.1.3	ABLE staff can troubleshoot common problems.	1.1.3.1	Can reboot system.	
			1.1.3.2	Can search for files (e.g. search, recycle bin).	
			1.1.3.3	Can find and utilize help menus.	
			1.1.3.4	Can utilize task manager to end an application.	
	1.1.4	ABLE staff understand basic computer technology.	1.1.4.1	Understands difference between text and graphics, program and document.	
	2. Productivity Software	1.2.1	ABLE staff use the functions of a word processing program to create a variety of documents.	1.2.1.1	Can create a simple document.
				1.2.1.2	Can change the format of a document (e.g. font, spacing, page layout).
1.2.1.3				Can open an existing document.	
1.2.1.4				Can close a document.	
1.2.1.5				Can save a document to multiple locations.	
1.2.1.6				Can use spell check.	
1.2.1.7				Can print a document.	
1.2.2		ABLE staff have basic knowledge of spreadsheets.	1.2.2.1	Can enter data into cells of forms and spreadsheets.	
3. Information and Communication	1.3.1	ABLE staff can connect to the Internet.	1.3.1.1	Understands and can execute steps to connect to the Internet.	
	1.3.2	ABLE staff use a Web browser application and search engine tools to access information	1.3.2.1	Understands the basic features and layout of a web browser.	
			1.3.2.2	Can utilize a search engine to locate information.	
			1.3.2.3	Can access a specific web site by entering a URL.	
			1.3.2.4	Can download file from the Internet.	
	1.3.3	ABLE staff use email software to receive, send and organize messages.	1.3.3.1	Can compose email to individual or groups.	
			1.3.3.2	Can access and reply to received email.	
			1.3.3.3	Can organize emails based on personal preferences (e.g. date, sender, size, subject).	
			1.3.3.4	Can save and delete email.	

Ohio ABLE Technology Standards – Level 1

Area of Competency	Indicators		Benchmarks	
4. Technology-Enhanced Programs and Classrooms	1.4.1	ABLE staff select, incorporate and evaluate the use of technology in the program and classroom.	1.4.1.1	Has general knowledge of how technology can enhance instruction in the ABLE classroom.
			1.4.1.2	Is familiar with Distance Education options available to Ohio ABLE programs.
	1.4.2	ABLE staff use computer-based assessments, as applicable.	1.4.2.1	Can open and run assessment programs.
			1.4.2.2	Can troubleshoot problems within the program.
			1.4.2.3	Can assist students with assessment usage.
			1.4.2.4	Can assist students in accessing the Ohio GED web page.
	1.4.3	ABLE staff are knowledgeable of means to make technology accessible for adults with special needs.	1.4.3.1	Can adjust display (e.g. color, font size).
			1.4.3.2	Can adjust sounds.
			1.4.3.3	Can adjust keyboard or mouse functions.
5. Professional Development	1.5.1	ABLE staff model lifelong learning in technology.	1.5.1.1	Models use of technology in personal and professional lives.
			1.5.1.2	Accesses information on new technologies.
			1.5.1.3	Learns how to incorporate technology in the program and classroom.
	1.5.2	ABLE staff participate in professional development related to technology.	1.5.2.1	Can utilize mediated options – DVDs, video, etc – for obtaining PD.
			1.5.2.2	Takes part in PD to learn how to access other alternate PD delivery methods, e.g., web casts, etc.

AdultEd Online Technology Assessment

"To improve the quality of classroom instruction classroom teachers need to be knowledgeable about ways that technology can be used to improve student achievement. The Technology Integration Self Assessment allows teachers to measure their skills in 12 areas and get a customized professional development plan to improve their skills." ~ AdultEd Online

The AdultEd Online Technology Self Assessment has been chosen as Ohio ABLE's Technology Initiative baseline assessment. This assessment helps meet the needs of the ABLE Technology Initiative by including:

- The importance of technology in enhancing teaching and learning
- The opportunity for teachers, administrators, the RC,N and the state as a whole to gauge technology skills, priorities, and needs
- The opportunity for practitioners in Ohio to self-assess technology skills and their ability to teach these skills
- The opportunity for practitioners to create a personalized PD technology plan
- The opportunity for administrators to view results to help them gauge need and priorities for PD
- The opportunity for the RCN and ODE to view cumulative results to help in technology PD planning
- The opportunity to look at and "try out" another type of professional development model

As part of the ABLE Technology Initiative, all ABLE staff will complete this online assessment. The results will be used by the TPP and program administrator to determine and plan for individual and local program technology needs. The cumulative results will also be used by the Ohio Technology Task Force and Regional Resource Centers to determine and plan for state-wide technology needs.

Note: Please see Initiative Timeline for information on when this assessment will need to be completed.

How the AdultEd Online Assessment Connect to the Ohio Level 1 Technology Standards

AdultEd Online	Ohio Level 1 Technology Standards
Basic Computer Operations	Area 1: Basic Concepts of IT
Productivity Software	Area 2: Productivity Software
Instructional Software	Area 4: Technology-Enhanced Programs and Classrooms
Assistive Technology	Area 4: Technology-Enhanced Programs and Classrooms
Using the Internet	Area 3: Information and Communication
Virtual Communications and Collaboration	Area 3: Information and Communication
Video Technologies	Area 5: Professional Development
Evaluating and Incorporating New Technologies	Area 5: Professional Development
Managing the Technology-Enhanced Classroom	Area 4: Technology-Enhanced Programs and Classrooms
Assessment	Area 4: Technology-Enhanced Programs and Classrooms
Professional Development	Area 5: Professional Development
Social, Legal and Health Issues	Area 5: Professional Development

Note: While there is not a one-to-one correlation between the AdultEd Online assessment and the Ohio Level 1 Technology Standards, there are multiple connections.

Completing the AdultEd Online Technology Assessment

1. Navigate to <http://www.adultedonline.org/>

The screenshot shows the homepage of the AdultEd Online website. At the top, there is a navigation bar with links for "home", "about the project", "related links", and "contact us". On the right side of the header, there are input fields for "Email" and "Password", a "Forgot Password" link, and a "login" button. The main content area features two prominent sections: "Tech Savvy?" and "Is Distance Teaching for You?". Each section includes a "QuickTour" image, a brief description, and links for "Teachers start here" and "Administrators start here". A "Already started? Sign in above." link is located at the bottom of the page.

2. Click on the link under Tech Savvy that says: **Administrators start here**
Note: TPPs will serve as “Administrators” for this project.

This screenshot is identical to the one above but includes annotations. The "Tech Savvy?" heading is circled in red. A red arrow points to the "Administrators start here" link under the "Tech Savvy?" section. The "Already started? Sign in above." link is also visible at the bottom.

3. Fill out the Profile to create an account

The screenshot shows the 'AdultEd Online' website header with a navigation menu (home, about the project, related links, contact us) and a registration form titled 'Administrator Registration'. The form includes fields for First Name, Last Name, Email Address, School or Agency Name, Street Address, City, State (a dropdown menu), Zip Code, and Country (a dropdown menu). There are also fields for 'Create a Password' and 'Confirm Password'. A 'Submit' button is at the bottom right. A sidebar on the left contains a 'Registration' section with explanatory text.

Registration

Registration sets up a secure space where you, as an administrator, can invite teachers to take the self-assessments, view an agency profile, and access professional development resources.

Registration and agency profile information cannot be seen by anyone else unless you explicitly choose to share it.

Administrator Registration

Please provide your registration information using the form below. When you are finished, click the "Submit" button. You may begin inviting teachers to take the assessment soon as your registration is successfully submitted.

First Name	<input type="text"/>
Last Name	<input type="text"/>
Email Address	<input type="text"/>
School or Agency Name	<input type="text"/>
Street Address	<input type="text"/>
City	<input type="text"/>
State	<input type="text" value="- Select -"/>
Zip Code	<input type="text"/>
Country	<input type="text" value="UNITED STATES"/>
Create a Password	<input type="password"/>
Confirm Password	<input type="password"/>

4. It is recommended that you take the survey portion yourself before sending it to others to complete.

-
- ➔ **Familiarize yourself with the assessments**
 - [Take the distance teaching self assessment](#)
 - [Resume or modify the assessment I have already begun](#)

If you stopped the assessment before finishing, you can continue from here, or change the assessment that have completed.
 - ➔ **Encourage participation of your teachers**

By simply providing names and email address, you can invite your teachers to take the assessment and enroll them in the profile system.

 - [Invite teachers to take the Distance Teaching Assessment](#)
 - [Invite teachers to take the Technology Integration Technology Assessment](#)
 - ➔ **Check on the progress of your teachers**

Come back any time to see which teachers have completed the assessment. You can see a summary of progress or view details of individual progress.

 - View Distance Teaching [summary of progress](#) or [details of individual progress](#).
 - View Technology Integration [summary of progress](#) or [details of individual progress](#).
 - ➔ **Review assessment results**

Results of the assessment are shown in the profiles for any of the teachers who gave permission for you to see it. In addition you may review results for your entire organization.

 - [View Distance Teaching Teacher Results](#)
 - [View Technology Integration Teacher Results](#)
 - [View Technology Integration Organization Results](#)
 - ➔ **Find professional development resources**

Professional development resources to improve your teachers' skills can be found here.

 - [Distance Teaching Professional Development Resources](#)
 - [Technology Integration Resources](#)

5. Proceed to the link at the top which says: **Invite Teachers**

- ➔ **Familiarize yourself with the assessments**
 - [Take the distance teaching self assessment](#)
 - [Resume or modify the assessment I have already begun](#)

If you stopped the assessment before finishing, you can continue from here, or change the assessment that have completed.
- ➔ **Encourage participation of your teachers**

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 - [Technology Integration Resources](#)

6. A form will be presented to invite five people at a time. Be sure to check the **Technology Integration** box on the form to be sure the staff members receive the correct survey.

Invite teachers to take the assessments

You can invite as many teachers as you wish (5 at a time) to register and take advantage of the assessments tools. Complete and submit the information below and the teachers will receive an email like the sample below.

First Name	Last Name	Distance Teaching	Technology Integration	Email Address
<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>

7. The invited staff members will receive an email with the following:

Dear

This is an invitation to complete a free online technology integration self-assessment and then create a professional development plan to improve your skills in the areas you identify as priorities based on your assessment profile.

It should take you about 20 minutes to complete the assessment and another twenty minutes to develop a plan, but you don't need to do it all in one session.

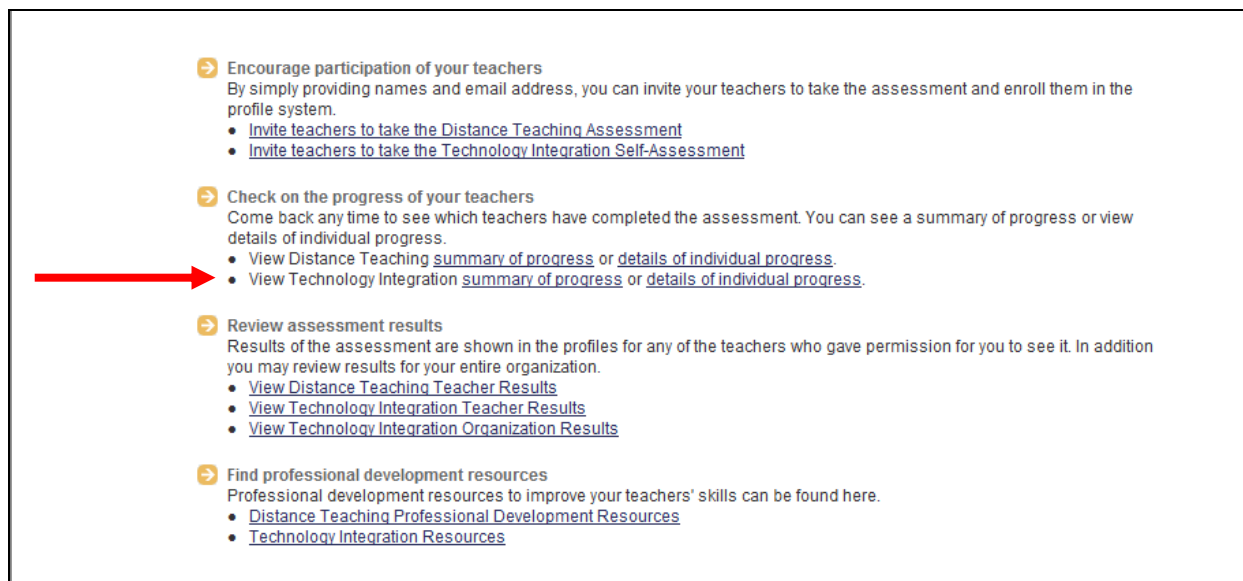
When you register at AdultEd Online to do the assessments, you will be asked if you want to share the summaries with me. I would appreciate it if you said "yes". It will help me determine what kinds of professional development might be needed if our agency is going to do more to integrate technology into the classroom. In addition, sharing your plan will help us work together to develop your professional development plans.

Click here to go to the assessment. [<http://www.adultedonline.org/registerTeacher.cfm?inf=82518505&ri=470034>] If double clicking doesn't work, copy the link and paste it into the address bar on your browser.

Sincerely,

Teachers will also need to set up an account, and that account will allow them to start, stop and return to the survey and PD planning whenever they would like (they do not have to complete everything at once).

8. Once you have your account set up, you can return at any time to invite additional teachers, check on the progress of those you have invited, and review the results for your program. (Note: Teachers can ask that their results not be shared, so please let them know the value of making this available to you)



- Encourage participation of your teachers
By simply providing names and email address, you can invite your teachers to take the assessment and enroll them in the profile system.
 - [Invite teachers to take the Distance Teaching Assessment](#)
 - [Invite teachers to take the Technology Integration Self-Assessment](#)
- Check on the progress of your teachers
Come back any time to see which teachers have completed the assessment. You can see a summary of progress or view details of individual progress.
 - View Distance Teaching [summary of progress](#) or [details of individual progress](#).
 - View Technology Integration [summary of progress](#) or [details of individual progress](#).
- Review assessment results
Results of the assessment are shown in the profiles for any of the teachers who gave permission for you to see it. In addition you may review results for your entire organization.
 - [View Distance Teaching Teacher Results](#)
 - [View Technology Integration Teacher Results](#)
 - [View Technology Integration Organization Results](#)
- Find professional development resources
Professional development resources to improve your teachers' skills can be found here.
 - [Distance Teaching Professional Development Resources](#)
 - [Technology Integration Resources](#)

If you need further assistance, contact your regional resource center.

How to Use the AdultEd Online Results

1. Click on View Technology Integration Organization Results

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2. You will see a chart with all the questions ranked by percentage. Review each section to determine if it is strength or a need for your program as a whole. Mark needs on your Local Technology Training Plan. (You are looking first at percentages on 1s and 2s. Then move to 3s.) The scale is:

My skill level now
1 = very low
2 = low; need improvement
3 = good, but would like to improve more
4 = excellent

View Detailed Rating Scale					
Southwest ABLE Resource Center Results Summary		Number of Participants: 6			
		1	2	3	4
Basic Computer Operation					
1	Perform basic computer operations, such as managing files, opening and closing programs (Microsoft Word, Excel), moving between programs.	0%	0%	16.7%	83.3%
2	Help students learn basic computer operations in the context of instruction, such as file management, keyboarding, using the toolbar, or printing documents.	0%	0%	33.3%	66.7%
3	Fix common, minor computer problems, such as the computer 'freezing', not printing or no sound coming from the speakers.	0%	0%	33.3%	66.7%
Productivity Software					
1	Use functions of a word processing program to create a variety of documents.	0%	0%	33.3%	66.7%
2	Implement classroom activities in which students use word processing software to complete assignments or projects.	0%	16.7%	33.3%	50%
3	Use relevant features of presentation software to create presentations.	0%	16.7%	33.3%	50%
4	Implement classroom activities in which students use a presentation program to complete assignments or projects.	0%	16.7%	50%	33.3%
5	Use relevant features of a spreadsheet for personal use and to automate administrative tasks, such as keeping a budget.	33.3%	16.7%	16.7%	33.3%
6	Implement classroom activities in which students use a spreadsheet to complete assignments or projects such as making a budget or graphing the results of a class survey.	33.3%	33.3%	33.3%	0%
7	Locate, scan and manipulate graphics and save in a variety of formats.	0%	16.7%	33.3%	50%
8	Implement classroom activities in which students use graphics to complete assignments or projects.	0%	16.7%	66.7%	16.7%
Instructional Software					
1	Evaluate and use a variety of instructional software programs, including drill & practice or other skill-building software.	16.7%	0%	50%	33.3%
2	Track student progress using software and intervene appropriately.	0%	16.7%	50%	33.3%
Assistive Technology					
1	Make computers more accessible to adults with disabilities, for example, by slowing down the cursor speed or increasing font size(s).	16.7%	33.3%	16.7%	33.3%
2	Locate software, for example, graphic organizers and text-to-speech software and/or other assistive devices such as adaptive keyboards.	0%	33.3%	50%	16.7%

3. You can also review individual teacher results. This can be helpful in working with individual staff to develop their plan for achieving mastery of the Level 1 Standards.

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 - [Technology Integration Resources](#)

Sample

Review Technology Integration Skills Summary for XXXXXXXXX

Already Skilled ¹	High Priorities for Professional Development ²	Low Priorities for Professional Development ³
<ul style="list-style-type: none"> • Basic Computer Operation • Instructional Software • Using the Internet • Virtual Communication and Collaboration • Managing the Technology-Enhanced Classroom • Professional Development 	<ul style="list-style-type: none"> • Productivity Software • Assistive Technology • Evaluating and Incorporating New Technologies • Assessment • Social, Legal and Health Issues 	<ul style="list-style-type: none"> • Video Technologies

1. High skill level using an important technology personally and in the classroom
 2. Lower skill level using an important technology, including areas of personal skill that can be developed into classroom skills
 3. Technologies currently not used in teaching

[See Detailed Table](#)

4. You can also see the individual professional development plans designed by your staff, if given access.

Sample

Technology Integration Professional Development Plan	
August 24, 2009	
Virtual Communication and Collaboration	
Have participated in or have created at least one of these: online discussion board, blog, podcast, and/or instant messaging.	
Strategy 1:	Self-Study Online
Strategy 2:	Find a Tech Buddy
Managing the Technology-Enhanced Classroom	
Select technology appropriate for each learning task.	
Social, Legal and Health Issues	
Can identify current copyright laws for educators and have a procedure for communicating these to students.	

5. There is also a **Resource** section of the website for more support.

Resources

➔ Technology Integration Resources

Resources Related to General Technology Integration
[General Technology Integration Resources](#)

Resources Related to Online Self-Study for Each Competency

- I. [Basic Computer Operation](#)
- II. [Productivity Software](#)
- III. [Instructional Software](#)
- IV. [Assistive Technology](#)
- V. [Using the Internet](#)
- VI. [Virtual Communication and Collaboration](#)
- VII. [Video Technologies](#)
- VIII. [Evaluating and Incorporating New Technologies](#)
- IX. [Managing the Technology-Enhanced Classroom](#)
- X. [Assessment](#)
- XI. [Professional Development](#)
- XII. [Social, Legal and Health Issues](#)

Resources Related to Other Learning Strategies

[Self-Study Online](#)

[Read a book or journal article](#)

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[Make integrating technology a teacher research project for yourself and your students](#)

Ohio ABLE Technology Trainings and Supports

From Regional Resource Centers

- Kick-Off Conference Call September 28-October 16, 2009
 - Answer questions from this packet
 - Responsibilities
 - Assessments
 - Review Regional Offerings
- Regional Face-to-Face TPP Training October 19-November 30, 2009
 - Review Level 1 Technology training manual and supports
 - Discuss analyzing assessment results
 - Share logistics for completing Technology Training Plans
- Technical Assistance On-going

From Ohio ABLE Task Force

- Ning <http://ohioabletechtraining.ning.com/>

You will be sent an invitation to join this social network. Discussion forums will be available to support this technology initiative.


Ohio ABLE Technology Training
To promote the communication and collaboration of Technology Trainers in Ohio.

Sign In
This network is by invitation only. If you have an invitation, click the link in the email to join.

Email Address

Password

[Forgot your password?](#)
[Problems signing in?](#)

 We use Ning ID for authentication. [What is a Ning ID?](#)

Ohio ABLE Local Technology Training Plan FY 2010

Program Information

Name of Program	
ABLE Region	<input type="checkbox"/> Northwest <input type="checkbox"/> Northeast <input type="checkbox"/> Central/Southeast <input type="checkbox"/> Southwest
EDR Region	
Program Administrator	
Administrator Email	
Administrator Phone	
Technology Point Person (TPP)	
TPP Email	
TPP Phone	

Staff Information

Number of Staff (by role) Completing the AdultEd Online Technology Assessment	_____ Administrators _____ Teachers _____ Support Staff _____ Other (specify): _____	
Check the areas of greatest professional development need based upon the AdultEd Online Technology Assessment	<input type="checkbox"/> Basic Computer Operations	<input type="checkbox"/> Productivity Software
	<input type="checkbox"/> Instructional Software	<input type="checkbox"/> Assistive Technology
	<input type="checkbox"/> Using the Internet	<input type="checkbox"/> Virtual Communications and Collaboration
	<input type="checkbox"/> Video Technologies	<input type="checkbox"/> Evaluating and Incorporating New Technologies
	<input type="checkbox"/> Managing the Technology- Enhanced Classroom	<input type="checkbox"/> Assessment
	<input type="checkbox"/> Professional Development	<input type="checkbox"/> Social, Legal and Health Issues

Focus Areas for FY10

Using the Level 1 Technology Standards, determine the Competency Areas and Indicators that will be the focus of your program's efforts in FY 2010. (Note: The Ohio Technology Task Force recommends starting with Area 1, <i>Basic Concepts of IT</i> and Area 5, <i>Professional Development</i> .)	
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Describe the activities planned to address each area/ indicator listed above.	
Indicate the assistance you will need from your Regional Resource Center to implement these activities.	

Outcome/Reporting Information

Indicated what technology goals the program hopes to achieve by the end of FY10.	
Specify how individual staff members will track their progress toward achieving standards and how the local program will encourage participation.	

Ohio ABLE Local Technology Training Plan FY 2010

Program Information

Name of Program	SAMPLE PROGRAM A
ABLE Region	<input type="checkbox"/> Northwest <input type="checkbox"/> Northeast <input checked="" type="checkbox"/> Central/Southeast <input type="checkbox"/> Southwest
EDR Region	1
Program Administrator	Jane Doe
Administrator Email	jane.doe@programA.edu
Administrator Phone	614-555-1111
Technology Point Person (TPP)	Matt Byte
TPP Email	matt.byte@programA.edu
TPP Phone	614-555-1111

Staff Information

Number of Staff (by role) Completing the AdultEd Online Technology Assessment	<u>1</u> Administrators <u>6</u> Teachers <u>2</u> Support Staff <u>0</u> Other (specify): _____	
Check the areas of greatest professional development need based upon the AdultEd Online Technology Assessment	<input checked="" type="checkbox"/> Basic Computer Operations	<input checked="" type="checkbox"/> Productivity Software
	<input checked="" type="checkbox"/> Instructional Software	<input type="checkbox"/> Assistive Technology
	<input type="checkbox"/> Using the Internet	<input type="checkbox"/> Virtual Communications and Collaboration
	<input type="checkbox"/> Video Technologies	<input type="checkbox"/> Evaluating and Incorporating New Technologies
	<input type="checkbox"/> Managing the Technology-Enhanced Classroom	<input checked="" type="checkbox"/> Assessment
	<input type="checkbox"/> Professional Development	<input type="checkbox"/> Social, Legal and Health Issues

Focus Areas for FY10

Using the Level 1 Technology Standards, determine the Competency Areas and Indicators that will be the focus of your program's efforts in FY 2010. (Note: The Ohio Technology Task Force recommends starting with Area 1, <i>Basic Concepts of IT</i> and Area 5, <i>Professional Development</i> .)	<p>Program A will focus on Areas 1 and 5 for FY10.</p> <p>Area 1: all benchmarks</p> <p>Area 5:</p> <ul style="list-style-type: none"> • Accesses information on new technologies (1.5.1.2) • Can utilize mediated options for obtaining PD (1.5.2.1) • Takes part in PD to learn how to access other alternative PD delivery methods (1.5.2.2)
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<p>Describe the activities planned to address each area/indicator listed above.</p>	<ul style="list-style-type: none"> • Information from the training manual (Area 1) will be shared with all staff. <ul style="list-style-type: none"> ○ Each staff member will receive hard copies of the Area 1 pages from the manual • Program A's TPP will establish a calendar for reminders, demonstration times and staff mini-trainings on Area 1 benchmarks. • Program A's TPP will deliver staff mini-trainings on Area 1 benchmarks.
<p>Indicate the assistance you will need from your Regional Resource Center to implement these activities.</p>	<ul style="list-style-type: none"> • Alternative Delivery offerings are marketed to Program A staff by the RCN (flyers, newsletters, brochures, etc.) to promote using this PD option as part of their Area 5 work. • Technology tips and information shared with program. • Technical assistance for TPP throughout the plan's implementation.

Outcome/Reporting Information

<p>Indicated what technology goals the program hopes to achieve by the end of FY10.</p>	<ul style="list-style-type: none"> • All Program A staff will have an email address and participate in the program's distribution list. • All Program A staff will complete and submit program documentation (e.g., student hours, progress tracking) electronically. • All Program A staff will have completed all competencies for Area 1 . • All Program A staff will complete an alternative delivery PD offering in FY10.
<p>Specify how individual staff members will track their progress toward achieving standards and how the local program will encourage participation.</p>	<ul style="list-style-type: none"> • Each staff member will be provided with the Level 1 Technology Checklist. <ul style="list-style-type: none"> ○ Staff members will have bi-monthly opportunities to demonstrate competency with the skills. This could be via emails or on-site demonstrations with TPP. • Program A's TPP and Administrator will establish regular reminders to staff to work on technology competencies at staff meetings and via staff communications.

Ohio ABLE Local Technology Training Plan FY 2010

Program Information

Name of Program	SAMPLE PROGRAM B
ABLE Region	X Northwest <input type="checkbox"/> Northeast <input type="checkbox"/> Central/Southeast <input type="checkbox"/> Southwest
EDR Region	2
Program Administrator	John Doe
Administrator Email	jdoe@programB.com
Administrator Phone	419-555-2222
Technology Point Person (TPP)	Susan Ram
TPP Email	sram@programB.com
TPP Phone	419-555-2222

Staff Information

Number of Staff (by role) Completing the AdultEd Online Technology Assessment	<u>1</u> Administrators <u>8</u> Teachers <u>1</u> Support Staff <u>2</u> Other (specify): Volunteers	
Check the areas of greatest professional development need based upon the AdultEd Online Technology Assessment	<input type="checkbox"/> Basic Computer Operations	<input type="checkbox"/> Productivity Software
	X Instructional Software	X Assistive Technology
	<input type="checkbox"/> Using the Internet	X Virtual Communications and Collaboration
	<input type="checkbox"/> Video Technologies	<input type="checkbox"/> Evaluating and Incorporating New Technologies
	<input type="checkbox"/> Managing the Technology-Enhanced Classroom	<input type="checkbox"/> Assessment
	<input type="checkbox"/> Professional Development	<input type="checkbox"/> Social, Legal and Health Issues

Focus Areas for FY10

Using the Level 1 Technology Standards, determine the Competency Areas and Indicators that will be the focus of your program's efforts in FY 2010. (Note: The Ohio Technology Task Force recommends starting with Area 1, <i>Basic Concepts of IT</i> and Area 5, <i>Professional Development</i> .)	<p>Program B will focus on Areas 2 and 5 for FY10. Pre-assessment results indicate that staff have a good foundation on Area 1 benchmarks. This will be confirmed and then Area 2 will become our primary focus.</p> <p>Area 2: all benchmarks</p> <p>Area 5:</p> <ul style="list-style-type: none"> • Models use of technology in personal and professional lives (1.5.1.1) • Can utilize mediated options for obtaining PD (1.5.2.1)
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<p>Describe the activities planned to address each area/indicator listed above.</p>	<ul style="list-style-type: none"> • Information from the training manual (Area 2) will be shared with all staff. <ul style="list-style-type: none"> ○ Each staff member will receive hard copies of the Area 2 pages from the manual • Microsoft and GCF Learn Free tutorials on Word and Excel will be completed by all staff members. • Mini trainings on Word and Excel will be provided to Program B staff by the TPP and/or RCN.
<p>Indicate the assistance you will need from your Regional Resource Center to implement these activities.</p>	<ul style="list-style-type: none"> • Alternative Delivery offerings are marketed to Program B staff by the RCN (flyers, newsletters, brochures, etc.) to promote using this PD option as part of their Area 5 work. • Technology tips and information shared with program. • Technical assistance for TPP throughout the plan's implementation. • Possible Word and Excel training for Program B staff.

Outcome/Reporting Information

<p>Indicated what technology goals the program hopes to achieve by the end of FY10.</p>	<ul style="list-style-type: none"> • All Program A staff will have completed all competencies for Area 1 and 2 . • All Program B staff will complete online Word and Excel tutorials in FY10.
<p>Specify how individual staff members will track their progress toward achieving standards and how the local program will encourage participation.</p>	<ul style="list-style-type: none"> • Each staff member will be provided with the Level 1 Technology Checklist. <ul style="list-style-type: none"> ○ Staff members will demonstrate Area 1 competency via emails or on-site demonstrations with TPP during by March 1, 2010. ○ Staff members will complete Word and Excel tutorials by April 15, 2010. • Program B's TPP and Administrator will establish regular reminders to staff to work on technology competencies at staff meetings and via staff communications.

Documenting Progress towards the Ohio ABLE Technology Standards – Level 1

Each ABLE staff member will need to document their progress towards meeting the Level 1 benchmarks. The *Progress Checklist* will be used to keep track of this progress. Please provide each ABLE staff member with a copy of this document.

Demonstrating the ability to complete the benchmark will be at the discretion of the local program and the TPP. The *Demonstration Options* matrix provides a variety of means to demonstrate the ability to complete the benchmark skill.

TPPs have the option to have staff members complete and submit documentation related to each benchmark and/or have staff members be observed completing the skill. For example, “can compose email to individuals or groups” (1.3.3.1) could be demonstrated by successfully emailing the TPP or a group including the TPP. Whereas, “can adjust display” (1.4.3.1) could be an observable action.

Once the staff member has successfully completed the benchmark skill indicate the date on the *Progress Checklist*.

Once the staff member has successfully completed 100% of the Level 1 benchmarks indicate the Mastery Date on the top of their *Progress Checklist*.

Reminder: by FY 2012, all funded ABLE programs must ensure that a minimum of 75% of their staff have acquired all skills reflected in the Level 1 Technology Standards.

Ohio ABLE Technology Standards – Level 1 Demonstration Options <<COMING SOON>>

The Technology Task Force will be developing options for the demonstration of each benchmark during FY 2010.

These will be posted on the Ning and communicated via email to the TPPs.

Ohio ABLÉ Technology Standards – Level 1 Progress Checklist

Name _____ Program _____

TPP _____ Mastery Date _____
(All benchmarks met)

Area 1: Basic Concepts of IT

Benchmark	Description	Date Completed	Notes
1.1.1.1	Can identify hardware components and explain their function.		
1.1.1.2	Can identify peripherals and explain their function.		
1.1.1.3	Can identify storage components.		
1.1.2.1	Can open and close programs.		
1.1.2.2	Can save and manage files.		
1.1.2.3	Can move between programs.		
1.1.3.1	Can reboot system.		
1.1.3.2	Can search for files (e.g. search, recycle bin).		
1.1.3.3	Can find and utilize help menus.		
1.1.3.4	Can utilize task manager to end an application.		
1.1.4.1	Understands difference between text and graphics, program and document.		

Area 2: Productivity Software

Benchmark	Description	Date Completed	Notes
1.2.1.1	Can create a simple document.		
1.2.1.2	Can change the format of a document (e.g. font, spacing, page layout).		
1.2.1.3	Can open an existing document.		
1.2.1.4	Can close a document.		
1.2.1.5	Can save a document to multiple locations.		
1.2.1.6	Can use spell check.		
1.2.1.7	Can print a document.		
1.2.2.1	Can enter data into cells of forms and spreadsheets.		

Area 3: Information and Communication

Benchmark	Description	Date Completed	Notes
1.3.1.1	Understands and can execute steps to connect to the Internet.		
1.3.2.1	Understands the basic features and layout of a web browser.		
1.3.2.2	Can utilize a search engine to locate information.		
1.3.2.3	Can access a specific web site by entering a URL.		
1.3.2.4	Can download file from the Internet.		
1.3.3.1	Can compose email to individual or groups.		
1.3.3.2	Can access and reply to received email.		
1.3.3.3	Can organize emails based on personal preferences (e.g. date, sender, size, subject).		
1.3.3.4	Can save and delete email.		

Area 4: Technology-Enhanced Programs and Classrooms

Benchmark	Description	Date Completed	Notes
1.4.1.1	Has general knowledge of how technology can enhance instruction in the ABLE classroom.		
1.4.1.2	Is familiar with Distance Education options available to Ohio ABLE programs.		
1.4.2.1	Can open and run assessment programs.		
1.4.2.2	Can troubleshoot problems within the program.		
1.4.2.3	Can assist students with assessment usage.		
1.4.2.4	Can assist students in accessing the Ohio GED web page.		
1.4.3.1	Can adjust display (e.g. color, font size).		
1.4.3.2	Can adjust sounds.		
1.4.3.3	Can adjust keyboard or mouse functions.		

Area 5: Professional Development

Benchmark	Description	Date Completed	Notes
1.5.1.1	Models use of technology in personal and professional lives.		
1.5.1.2	Accesses information on new technologies.		
1.5.1.3	Learns how to incorporate technology in the program and classroom.		
1.5.2.1	Can utilize mediated options – DVDs, video, etc – for obtaining PD.		
1.5.2.2	Takes part in PD to learn how to access other alternate PD delivery methods, e.g., web casts, etc.		