2015-16
Technology Coordinator
Survival Kit

Do I Have Everything I Need To Make It Through This Year?
Welcome

This Survival Kit was created by the Educational Technology staff to assist you in your role as Technology Coordinator for your system. It contains only “essential” bits of resource information that you can use just when you need it.

This Kit is created for new and not so new Technology Coordinators. Since technology changes rapidly, updates will be provided on a regular basis. Feel free to add your own “life-savers” to this document as you find them. If you find some really good resources on your own, submit them to us. We would like to share them with other technology coordinators.

Finally, thank you for your leadership, persistence, courage, and efforts toward ensuring that the students, teachers, administrators, and staff in your school district can enrich their knowledge and skill development through the expanded use of technology.

...Help yourself to these resources!

Additional Information can be found at:

www.alsde.edu
Hover over Department Offices, click Educational Technology

2015-2016 Update
Alabama State Board of Education

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Technology Goals for Alabama

1. **Engage and Empower the Learner Through Technology:** All learners will have effective, engaging, challenging, and empowering learning experiences both in and out of school that prepare them to be active, creative, knowledgeable, and ethical participants in our globally networked society.

2. **Prepare and Support Teachers and Leaders to Graduate College- and Career-Ready Students:** Teachers/Faculty Members and Leaders (PD-21) will be prepared to use and help students use digital resources and technology tools in order to provide quality, engaging learning experiences that best prepare PK-12 students with the skills, knowledge, and dispositions necessary to be successful in school (PK-21), careers, and adulthood.

3. **All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it:** All students and educators will have access to a comprehensive infrastructure for learning and productivity using digital tools, when and where they need it in order to fully support a society of learners and in which learning is life-long and life-wide.
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2015-2016 Update
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TECHNOLOGY COORDINATOR ROLE AND RESPONSIBILITIES

SECTION 1 OVERVIEW

• Job Overview: System Technology Coordinator

• Technology Coordinator Job Description
Job Overview: System Technology Coordinator

The legislature, state school board, and the state superintendent have recognized the need for each school system to have a technology coordinator to ensure that the infusion of educational technology in all the schools enhances the delivery of information and student performance. The technology coordinator must devote a considerable amount of time to lead and coordinate this effort. This position requires long-term commitment to the implementation activities as well as daily maintenance responsibilities. The role of the technology coordinator within a system is essential to the success of technology implementation. Once the overall goal has been established for the use of technology in the schools, it becomes imperative that the technology coordinator take the responsibility of ensuring that all initiatives are compatible with the established goals.

Decisions made regarding technology should be based on research, planning, design, manageability, and feasibility. Without proper information, poor decisions and costly mistakes can be made. A major role of the technology coordinator is to maintain the essential information required for decision making.
Technology Coordinator

Job Description and Effective Program Elements*

CONTENTS:
I. Standards for Technology Coordinator
II. Duties and Responsibilities of Technology Coordinator

I. Standards for Technology Coordinator. A local board of education shall have a Technology Coordinator (TC) that meets the job description and qualifications established by the State Department of Education. The Alabama Department of Education shall provide on an annual basis, beginning October 1, 2005, support in the amount of $35,000 to assist with funding this position. Continued funding for this position will be dependent upon annual approval by the Alabama Legislature. The duties of a Technology Coordinator may be conferred on any officer or employee of the local board of education, except the local school superintendent.

II. Duties and Responsibilities of Technology Coordinator. The Technology Coordinator is responsible for a technology program that ensures the proper accountability for: technology funds; technology professional development; required technology reports and plans; coordination of technology across all programs; a safe, secure, and fully operable network and data management, and; meeting all requirements of the Alabama Professional Development Standards for Teachers and Administrators, Technology Competencies, the K-8 Technology Course of Study, and the Computer Skills curriculum.

The Technology Coordinator shall carry out assigned responsibilities in accordance with federal, state, and local laws according to applicable rules and regulations, and perform all duties as may be assigned to the position by law, by the local school superintendent, local board of education, local government, and by rules and regulations of the State Board of Education. The local board of education shall provide the resources necessary for the Technology Coordinator to operate an effective technology program.

Technology Program Elements

An effective K-12 technology program will require the Technology Coordinator to:

1) Develop effective communication systems with vendors, school technology coordinators, other district office personnel, and principals, and serve as the primary point of contact for technology and data issues.

2) Assist the designated district and school instructional leader in curriculum evaluation and the implementation of technology into the instructional program.

3) Assist, and/or supervise school and district-level personnel designated for the collection, maintenance and reporting of data.

4) Work with other central office staff, school leaders, and teachers to integrate technology into the ongoing instructional program for all curriculum areas by identifying strategies and materials, and by implementing activities for integration.

5) Coordinate the preparation of the annual technology budget and any amendments as appropriate.
6) Develop and/or approve, and maintain a system to manage district technology contracts, purchase technology, and actively seek/procure funding for technology.

7) Retain and maintain proper documentation of expenditures associated with technology grants including purchase orders, invoices, equipment inventories, etc.

8) Supervise current documentation of individual school and district-wide inventory of technology assets.

9) Provide leadership for short- and long-range planning for all district and building-level technology and data initiatives: vision, goals, program objectives/strategies/activities, infrastructure, staffing, training, evaluation, budgeting, and collaboration with others.

10) Prepare/submit state and local technology and data reports, grants, lead preparation of school and district technology plans, and submit technology plans in a timely manner.

11) Assist the school technology coordinators, central office staff, and school leaders with implementing the district and the building-level technology plans in accordance with the state of Alabama Technology Plan, the Alabama Professional Development Technology Standards, and other state recommendations and guidelines.

12) Plan, develop, and implement professional development activities to meet established instructional technology integration needs, computer skills curriculum, data based decision making, and the Alabama Department of Education requirements.

13) Coordinate and supervise technical support, network design and management, network security, and help-desk support for all schools and the central office.

14) Facilitate planning and implementation of local and wide area networks.

15) Coordinate the development of and enforce district policies and procedures governing technology and data issues and network security.

*Resolution to Adopt Technology Coordinator Job Description and Effective Program Elements passed by the Alabama State Board of Education October 13, 2005.*
TECHNOLOGY COORDINATOR CONTACTS

SECTION 2 OVERVIEW

- Educational Technology Staff
- Educational Technology Staff Regions
- System Technology Coordinators
  - Contact Listing
Educational Technology Staff
5351 Gordon Persons Building, 50 North Ripley Street, Montgomery, AL 36104
(Telephone) 334-242-9594, (Fax) 334-353-5886

SECTION 2: Technology Coordinator Contacts

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ACCESS Distance Learning Specialist
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The Educational Technology staff recognizes that in order to provide better service to local school systems, working relationships must be developed between the state department and local school systems. To facilitate this process, EdTech has divided the LEAs and assigned a specific staff member as their contact.

334-242-9594

Region A
- Keith George
  kgeorge@alsde.edu

Region B
- Earlene Patton
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Region C
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  hridgeway@alsde.edu

Region D
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Region E
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Region F
- Nikkesha Hooks
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Region G
- Keith George
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Region H
- Terry Atchison
  tatchison@alsde.edu
The Alabama Education Directory is available for updating on the Alabama State Department of Education’s website. Go to www.alsde.edu, hover over Schools & Systems, click on AL Education Directory (Online) to review your system information. The following page will be displayed. (Figure 1)

To obtain Technology Coordinator contact data from the Education Directory information, choose the system from the drop down menu System: and School: choose Entire System, and Get Information. (Figure 2) In this example Albertville City has been selected.
The following page is now displayed. (Figure 3)

Click on “Program Key Contacts” to obtain a listing of key personnel. By scrolling down the list it is seen that Dr. John M. Slivka is listed as the Albertville City Technology Coordinator. (Figure 4)
### System Technology Coordinators

<table>
<thead>
<tr>
<th>SYSTEM NO./ NAME</th>
<th>NAME AND ADDRESS</th>
<th>REGION</th>
<th>TELEPHONE/FAX/E-MAIL</th>
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<tbody>
<tr>
<td><strong>COUNTY SYSTEMS</strong></td>
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<tr>
<td>001 AUTAUGA</td>
<td>Tisha Scott-Addison</td>
<td>H</td>
<td>(334) 365-5706</td>
</tr>
<tr>
<td></td>
<td>153 West Fourth Street</td>
<td></td>
<td>(334) 361-3828</td>
</tr>
<tr>
<td></td>
<td>Prattville, AL 36067</td>
<td></td>
<td><a href="mailto:tisha.addison@acboe.net">tisha.addison@acboe.net</a></td>
</tr>
<tr>
<td>002 BALDWIN</td>
<td>Jeremy King</td>
<td>H</td>
<td>(251) 972-6850</td>
</tr>
<tr>
<td></td>
<td>1091 “B” Avenue</td>
<td></td>
<td>(251) 972-6851</td>
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<tr>
<td></td>
<td>Loxley, AL 36551</td>
<td></td>
<td><a href="mailto:jking@bcbe.org">jking@bcbe.org</a></td>
</tr>
<tr>
<td><strong>ALT:</strong> Michael Giardina (<a href="mailto:mgiardina@bcbe.org">mgiardina@bcbe.org</a>)</td>
<td>Homer Coffman (<a href="mailto:hcoffman@bcbe.org">hcoffman@bcbe.org</a>)</td>
<td></td>
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<tr>
<td>003 BARBOUR</td>
<td>Scott Bush</td>
<td>F</td>
<td>(334) 775-3533</td>
</tr>
<tr>
<td></td>
<td>P O Box 429</td>
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<td>(334) 775-7301</td>
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<tr>
<td></td>
<td>Clayton, AL 36016</td>
<td></td>
<td><a href="mailto:scott.bush@barbourschools.org">scott.bush@barbourschools.org</a></td>
</tr>
<tr>
<td>004 BIBB</td>
<td>Wesley Earl Lawley</td>
<td>D</td>
<td>(205) 926-9881</td>
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<td></td>
<td>157 S W Davidson Drive</td>
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<td>(205) 926-5075</td>
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<td>Centreville, AL 35042</td>
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<td><a href="mailto:lawleyw@bibbed.org">lawleyw@bibbed.org</a></td>
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<tr>
<td><strong>ALT:</strong> Linda Conklan (<a href="mailto:conklain@bibbed.org">conklain@bibbed.org</a>)</td>
<td>Alesa Judd (<a href="mailto:judda@bibbed.org">judda@bibbed.org</a>)</td>
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<tr>
<td>005 BLOUNT</td>
<td>Brian Narrell</td>
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<td>(205) 625-4102</td>
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<td>P O Box 578</td>
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<td>(205) 625-4100</td>
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<td>Oneonta, AL 35121</td>
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<td><a href="mailto:bnarrell@blountboe.net">bnarrell@blountboe.net</a></td>
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<tr>
<td>006 BULLOCK</td>
<td>Russell McKinney</td>
<td>F</td>
<td>(334) 473-9599</td>
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<td></td>
<td>108 Hardaway Avenue, W</td>
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<td>(334) 738-5527</td>
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<td>P O Box 231</td>
<td></td>
<td><a href="mailto:russ.mckinney@bullockco.org">russ.mckinney@bullockco.org</a></td>
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<tr>
<td>007 BUTLER</td>
<td>Matthew Shell</td>
<td>G</td>
<td>(334) 382-4988</td>
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<td></td>
<td>211 School Highlands Road</td>
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<td>(334) 382-2665</td>
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<td>Greenville, AL 36037</td>
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<td><a href="mailto:matthew.shell@butlerco.k12.al.us">matthew.shell@butlerco.k12.al.us</a></td>
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<td>008 CALHOUN</td>
<td>Brenda Travis (Jenel)</td>
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<td>(256) 741-7479</td>
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<td>P O Box 2084</td>
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<td>(256) 237-9316</td>
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<td>Anniston, AL 36202</td>
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<td><a href="mailto:jtravis@calhoun.k12.al.us">jtravis@calhoun.k12.al.us</a></td>
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<tr>
<td><strong>ALT:</strong> Teresa Johnson (<a href="mailto:johnson@ccboe.us">johnson@ccboe.us</a>)</td>
<td>Holly Box (<a href="mailto:hbbox@ccboe.us">hbbox@ccboe.us</a>), Ed Roe (<a href="mailto:erroe@ccboe.us">erroe@ccboe.us</a>), Tina Parrish (<a href="mailto:tparris@ccboe.us">tparris@ccboe.us</a>)</td>
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<tr>
<td>009 CHAMBERS</td>
<td>Michael A. Sanders</td>
<td>F</td>
<td>(334) 864-9343 Ext. 221</td>
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<td></td>
<td>202 1st Street SE</td>
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<td>(334) 864-0119</td>
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<td><a href="mailto:sandersmi@chambersk12.org">sandersmi@chambersk12.org</a></td>
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<td>Lafayette, AL 36862</td>
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<td>ALT: Alan Lee Haynes, Jr.  ( \text{(<a href="mailto:haynes@cherokeek12.org">haynes@cherokeek12.org</a>)} )</td>
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<td>Kimberly L. Arrington</td>
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<td><strong>013 CLARKE</strong></td>
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<td>Richard Prine</td>
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<td>ALT: Robert Hagood  ( \text{(<a href="mailto:rhagood@clarkecountyschools.org">rhagood@clarkecountyschools.org</a>)} )</td>
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<td>Jackie Newsom  ( \text{(<a href="mailto:jnewsom@clarkecountyschools.org">jnewsom@clarkecountyschools.org</a>)} )</td>
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<td><strong>014 CLAY</strong></td>
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<td>Jhon Devine Vise</td>
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<tr>
<td>ALT: William Richard Walker  ( \text{(<a href="mailto:walkerb@clayk12.org">walkerb@clayk12.org</a>)} )</td>
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<tr>
<td>Bradley Strother  ( \text{(<a href="mailto:strotherb@clayk12.org">strotherb@clayk12.org</a>)} )</td>
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<tr>
<td><strong>015 CLEBURNE</strong></td>
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<td>Shawn Hudgins</td>
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<td>Tami Crosby</td>
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<td>Sandra Guinn</td>
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<td>031</td>
<td>Ricky Nickolson</td>
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<td>Robert Stewart</td>
<td>220 Main Street, Eutaw, AL 35462</td>
<td>(205) 372-4900</td>
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<td>Vacant</td>
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<td>034</td>
<td>Geoff Jones</td>
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<td>Robert Blalock</td>
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<td>Dr. Angela Guess</td>
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<td>Harold M. Jackson</td>
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<td>057</td>
<td>RUSSELL</td>
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<td>ST. CLAIR</td>
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<td>(251) 847-3611</td>
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*ALT: Thomas Brent Jones [brent.jones@wcbek12.org](mailto:brent.jones@wcbek12.org)*
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<tr>
<th>County</th>
<th>Name</th>
<th>Type</th>
<th>Address</th>
<th>Phone</th>
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<tr>
<td>WILCOX</td>
<td>Michael Blackburn</td>
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<td>75 Camden Bypass, Camden, AL 36726</td>
<td>(334) 682-4716 Ext. 6630</td>
<td><a href="mailto:mblackburn@wilcox.k12.al.us">mblackburn@wilcox.k12.al.us</a></td>
</tr>
<tr>
<td>WINSTON</td>
<td>James D. Moore (Jim)</td>
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</tr>
</tbody>
</table>
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<table>
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<tr>
<td><strong>110 AUBURN</strong></td>
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<tr>
<td>Connie D. Bain</td>
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<tr>
<td>Auburn, AL 36830</td>
</tr>
<tr>
<td>855 East Samford Avenue</td>
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<tr>
<td>P O Box 3270</td>
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<tr>
<td>Auburn, AL 36831</td>
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<tr>
<td>ALT: Lee Ann Adams (<a href="mailto:lpadams@auburnschools.org">lpadams@auburnschools.org</a>)</td>
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<tr>
<td>Charlene Thomas (<a href="mailto:cethomas@auburnschools.org">cethomas@auburnschools.org</a>)</td>
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<tr>
<td><strong>111 BESSEMER</strong></td>
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<tr>
<td>Gary Richardson</td>
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<tr>
<td>Bessemer Ctr. for Technology</td>
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<tr>
<td>1621 5th Avenue N</td>
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<tr>
<td>Bessemer, AL 35020</td>
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<tr>
<td><strong>114 BIRMINGHAM</strong></td>
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<tr>
<td>Joanne Stephens</td>
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<tr>
<td>Birmingham, AL 35206</td>
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<tr>
<td>780 86th Street South</td>
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<tr>
<td>P O Box 10007</td>
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<tr>
<td>Birmingham, AL 35202</td>
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<td><strong>115 BOAZ</strong></td>
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<tr>
<td>Wayne Caudle</td>
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<tr>
<td>Boaz, AL 35957</td>
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<tr>
<td>126 Newt Parker Drive</td>
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<tr>
<td>P O Box 721</td>
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<td><strong>116 BREWTON</strong></td>
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<tr>
<td>Bret Dehoff</td>
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<td>Brewton, AL 36426</td>
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<td>811 Belleville Avenue</td>
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<td><strong>121 CHICKASAW</strong></td>
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<tr>
<td>Dafne Stokes</td>
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<tr>
<td>Chickasaw, AL 36611</td>
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<td>201 N. Craft Hwy.</td>
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<td>P O Box 11493</td>
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<td><strong>125 CULLMAN</strong></td>
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<tr>
<td>Joshua Alan Swindall</td>
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<tr>
<td>Cullman, AL 35055</td>
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<tr>
<td>301 First Street NE, Suite 100</td>
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<tr>
<td>ALT: Robbie Vantrease (<a href="mailto:rvantrease@cullmancats.net">rvantrease@cullmancats.net</a>)</td>
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<tr>
<td><strong>126 DADEVILLE</strong></td>
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<tr>
<td>Ken Shoemake</td>
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<tr>
<td>Daleville, AL 36322</td>
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<tr>
<td>626 North Daleville Avenue</td>
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<td><strong>127 DECATUR</strong></td>
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<tr>
<td>Kathy Rains</td>
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<tr>
<td>Decatur, AL 35601</td>
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<td>302 Fourth Avenue NE</td>
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<table>
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<tr>
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<th><a href="mailto:jtalton@oneonta.k12.al.us">jtalton@oneonta.k12.al.us</a></th>
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<tr>
<td></td>
<td>27605 State Highway 75</td>
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<td>(205) 274-2910</td>
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<td>179 OPELIKA</td>
<td>Stacy L. Royster</td>
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<tr>
<td></td>
<td>300 Simmons Street</td>
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<tr>
<td>180 OPP</td>
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<td>G</td>
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<td>P O Box 840</td>
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<td></td>
<td>310 Second Street, East</td>
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<td>(256) 831-8620</td>
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<td>Oxford, AL 36203-1704</td>
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<tr>
<td></td>
<td>ALT: Khristie Goodwin (<a href="mailto:kgoodwin@oxford.k12.al.us">kgoodwin@oxford.k12.al.us</a>)</td>
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<tr>
<td></td>
<td>Sharita Hayes (<a href="mailto:shayes@oxford.k12.al.us">shayes@oxford.k12.al.us</a>)</td>
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<tr>
<td>182 OZARK</td>
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<td>(334) 445-3800</td>
<td><a href="mailto:wyoung@ozarkcityschools.net">wyoung@ozarkcityschools.net</a></td>
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<tr>
<td></td>
<td>227 Faust Avenue</td>
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<td>(334) 774-2685</td>
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<td>Ozark, AL 36360</td>
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<tr>
<td>177 PELHAM</td>
<td>Derrick Waddell</td>
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<td>(205) 620-6525</td>
<td><a href="mailto:dwaddell@pelhamcityschools.org">dwaddell@pelhamcityschools.org</a></td>
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<tr>
<td></td>
<td>3162 Pelham Parkway</td>
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<td>(205) 338-7966</td>
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<td>Pelham, AL 35124</td>
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<tr>
<td>183 PELL CITY</td>
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<td>(205) 884-7961</td>
<td><a href="mailto:sweaver@pellcityschools.net">sweaver@pellcityschools.net</a></td>
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<td></td>
<td>25 Williamson Drive</td>
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<td>(205) 338-7966</td>
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<td>Pell City, AL 35125</td>
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<tr>
<td>184 PHENIX CITY</td>
<td>Jackie Sanes</td>
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<td>(334) 298-0534</td>
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<td>P O Box 460</td>
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<td>(334) 480-9164</td>
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<td>Phenix City, AL 36868-0460</td>
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<td></td>
<td>ALT: David Mathis (<a href="mailto:dmathis@pcboe.net">dmathis@pcboe.net</a>)</td>
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<td>Tamara Sanders (t <a href="mailto:Sanders@pcboe.net">Sanders@pcboe.net</a>)</td>
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<td>Mandy Loreman (<a href="mailto:mloreman@pcboe.net">mloreman@pcboe.net</a>)</td>
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<td>185 PIEDMONT</td>
<td>Rena Seals</td>
<td>C</td>
<td>(256) 447-9481</td>
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<td>502 Hood Street W</td>
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<td>(256) 447-6486</td>
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<td>Piedmont, AL 36272</td>
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<td>186 PIKE ROAD</td>
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<td>Pike Road, AL 36064</td>
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Birmingham, AL 35203-2203
(205) 252-9241 Ext. 2296
lurban@asfa.k12.al.us
SECTION 3 OVERVIEW

- Teaching
  - Alabama Course of Study: Technology Education
    Frequently Asked Questions with Answers
  - Alabama Learning Exchange (ALEX)
    ➢ ALEX: Quality for Every Facet of Learning...
    ➢ Alabama Insight: College- and Career-Ready Standards and Resources
  - ACCESS Distance Learning
    ➢ High School Distance Learning: Online/Technology Enhanced Course or Experience Guidance
    ➢ Alabama Digital Learning
  - Teacher and Administrator Technology Professional Development Standards Overview
    ➢ Code of Alabama—290-4-3-.02—Teacher and Administrator Technology Standards

- Technology Coordinator Professional Development Opportunities
  - EdTech Training
  - Alabama Educational Technology Conference (AETC)
  - Alabama Technology in Motion (ATiM)
    ➢ Professional Development in Technology
    ➢ Highly-Qualified Instructional Specialists
    ➢ Alabama Technology in Motion Instructional Specialists
    ➢ Learn, Teach, Empower—Alabama Technology Integration Mentor Program
  - eLearning for Educators Alabama
    ➢ Inspired Teachers Inspiring Students
    ➢ Alabama’s CCRS eLearning Courses
    ➢ eLearning Alabama Selected Courses
    ➢ Professional Learning Units
      ➢ eLearning ACLD-Approved PLU Offerings
  - RDY2LEAD Training (Available upon Request)
Alabama Course of Study: Technology Education Frequently Asked Questions with Answers

1. How can the 2008 Alabama Course of Study: Technology Education be implemented with one computer in the classroom?

Two suggested methods are as follows:
   (1) One computer can be connected to a display device for whole-class demonstrations/activities.
   (2) One computer can be set up as a work station for independent study or group rotation.

2. Is certification in technology education required to teach the 2008 Alabama Course of Study: Technology Education?

No. Teachers may be certified in any field.

3. Will students who take the computer applications course in Grade 8 be required to take the course in Grades 9-12?

Local school systems will determine whether or not students will be required to take the course in Grades 9-12. The State Superintendent has given local superintendents permission, in a September 1997 memo, not to require students to repeat the course if they can demonstrate the competencies outlined in the computer applications course to qualified 9-12 school staff members. By being able to demonstrate the competencies outlined in the computer applications course, students may satisfy the computer applications requirement for graduation and also earn the one-half computer applications credit. Students who cannot demonstrate the competencies outlined in the Computer Applications course to a qualified 9-12 school staff member will be required to take a computer applications course in Grades 9-12.

4. Can the Business Technology Essentials course in the Alabama Course of Study: Career/Technical Education, 2002 continue to substitute for the one-half credit computer applications course?

Yes. The course may be substituted.

5. When is implementation required for the 2008 Alabama Course of Study: Technology Education?

Full implementation began with the 2009-2010 school year; however, many local school systems began implementation during the 2008-2009 school year.

6. Are the Grades K-8 technology education content standards required?

The Alabama State Board of Education, in adopting the technology education course of study, fully expects usage in all Alabama public schools.

7. How should the technology education course of study be implemented?

Local school systems determine the way in which content standards from the technology education course of study will be implemented. In Grades K-8, the content may be integrated into all or selected disciplines or may be taught as a separate course. In Grades 9-12, the Computer Applications content standards must be taught in a separate course, although systems are encouraged to continue to integrate technology into all courses in all grades.
Alabama Learning Exchange (ALEX)
Providing Quality Digital Content and Professional Development Aligned to Standards

Digital Content
In 2002 Thinkfinity and ALEX partnered to provide the best online resources to students, educators, and parents. These incredible resources are available free of charge at http://alex.state.al.us. A majority of resources on ALEX have the Thinkfinity.org stamp of excellence through a unique state partnership (only one per state). These stellar resources are linked to state standards that are closely aligned with national standards. A panel of National Board Certified teachers meets yearly to align resources provided by Thinkfinity.org and its partners to the Alabama College- and Career-Readiness Standards, aligning them to the best, most engaging resources on the Web through each Course of Study. With over 65,000 resource alignments, ALEX provides a wealth of free, high-quality, open and accessible resources for school and home.

Partners who provide resources for ALEX include: The Kennedy Center for Performing Arts, National Geographic Society, International Reading Association, National Association for the Teachers of English, National Council on the Teachers of Mathematics, American Association for the Advancement of Science, National Council on Economics Education, Smithsonian National Museum of American History, the Literacy Network, and the National Endowment for the Humanities.

Professional Development
In addition to engaging content, ALEX provides a scalable “Train the Trainer” Professional Development Program to help educators optimize their digital experience! ALEX created a professional development program to provide the training and resources needed to deliver high-quality training to teachers, all aligned to Alabama Quality Teaching Standards. Alabama’s training program is called A.C.E., ALEX Certification of Excellence. Alabama’s A.C.E. trainers have access to the Trainer database, containing a world of rich training materials, all for the taking!
Comprehensive Training Program
The ALEX Certification of Excellence (A.C.E.) is a Train-the-Trainer program that recruits Alabama’s leading teachers to become certified as an A.C.E. Trainer. School districts may use the ALEX/Thinkfinity training to meet technology portions of the new EducateAlabama and Quality Teaching Standards that are based on the ISTE Standards. A variety of training modules complete with free 21st Century curriculum have been developed by Alabama’s leading technology teachers, such as:

- A.C.E. Navigator Training—Internet-Based Teaching and Learning
- Podcast Camp—Production & Uploading to ALEX
- Exploring ALEX and the Web via Group Projection Tools
- Professional Social Networking Tools for Educators
- Web-Based Tools for Teaching and Learning
- Incorporating Video into the Classroom
- iPad Power Up!
  - For Teachers
  - For Productivity
  - For Administrators
- Project-Based Learning in the Classroom

These “add-on” training sessions will follow A.C.E. Navigator. All trainings are based upon data-driven district needs, and focus on learning content to improve student achievement, with an emphasis upon project-based learning, student engagement, as well as 21st Century skills.

To discover more about the A.C.E. trainings, visit [http://alex.state.al.us/ace.html](http://alex.state.al.us/ace.html).
Alabama Learning Exchange (ALEX):
Quality for Every Facet of Learning...

Alabama’s Exclusive Education Web Portal

LEX is the award-winning state education Web portal created by the Educational Technology section, Alabama State Department of Education. Hosted by the Alabama Supercomputer Authority, ALEX provides a free, one-stop, standards-based Web resource for educators, parents, leaders, and students.

Receiving the highly-esteemed Web award for three years in a row from the Center for Digital Education’s “Best of the Web” award program, ALEX’s fun, engaging interactive activities and podcasts attract over 1.2 million teachers, students, school leaders, and parents from Alabama and around the world annually. In summary, the infrastructure is present to provide scale-up delivery, but also sustainability for a host of resources and communication tools that fully support 21st Century learning. A social networking area on ALEX, called “ALEXville,” is the latest addition to this dynamic Web portal. Here teachers across Alabama and around the world can exchange ideas and resources that serve to advance ALEX’s promise to support and advance teaching, leading, and learning for the 21st Century.

A majority of resources on ALEX have the Thinkfinity.org stamp of excellence through a unique state partnership (only one per state). These stellar resources are linked to Alabama’s College- and Career-Ready Standards. A panel of National Board Certified teachers meets yearly to align resources provided by Thinkfinity.org and its partners to the Alabama College and Career Standards, aligning them to the best, most engaging resources on the Web through each Course of Study. With over 65,000 resource alignments, ALEX provides a wealth of free, high-quality, open and accessible resources for school and home.

Alabama Insight

Alabama Insight was developed to give educators a tool for in-depth investigation of the College- and Career-Readiness Standards (CCRS). The CCRS is a combination of the international Common Core Standards and selected Alabama standards. This set of standards will prepare students for a successful future in the ever-expanding global environment. The CCRS are “unpacked” or dissected, identifying specific knowledge, skills, vocabulary, understandings, and evidence of student attainment for each standard.

Alabama Insight may be used by individual educators to gain a thorough grasp of the CCRS or as a powerful collaborative tool supporting educator teams through the essential conversations necessary for developing shared responsibility for student attainment of all CCRS. The tool, available free to all Alabama educators through the ALEX website, serves as a high-powered vehicle to help educators examine the standards in a variety of ways. Using the filters and fields provided, along with the ability to add their own customized fields, educator teams of all types can work together to develop common expectations and consistent instruction within and across grade levels and content areas.
**A.C.E. 21st Century Technology Training**

The ALEX Certification of Excellence (A.C.E.) is a Train-the-Trainer program that recruits Alabama’s leading teachers to become certified as an A.C.E. Trainer. School districts may use the ALEX training to meet technology portions of the new *EducateAlabama* and Quality Teaching Standards that are based upon the ISTE Standards. A.C.E. “add-on” certifications include topics such as Web 2.0 Tools, Podcasting, Social Networking Tools, Web-based Tools for Teaching and Learning, Exploring ALEX and the Web via Group Projection Tools, Incorporating Video into the Classroom, iPads Power Up for teachers, productivity, and Administrators. Our newest module on Project-Based Learning is coming soon. All trainings are based upon data-driven district needs and focus on learning content to improve student achievement, with an emphasis upon project-based learning, student engagement, as well as 21st Century skills. All trainings are designed for trainers to customize according to individual teacher learning needs, regardless of grade level or subject matter.

**Alabama’s Podcast Treasury: gallery360°**

In response to the growing need for engaging, 21st Century resources, the ALEX team continues to add great interactive digital content. Many Alabama organizations have created outstanding learning resources, but few teachers know where to find them, and even fewer may have realized that when linked to Alabama standards, these video resources can be powerful teaching tools.

*Gallery360°*, Alabama’s Podcast Treasury, is a section on the ALEX website where, through a unique partnership with Apple, Inc., over 750 of these Alabama “treasures” are available on ALEX with the best of the best also hosted on Alabama’s iTunes U K-12 site. ALEX has partnered with over a dozen leading organizations, such as the Alabama Book Festival, the Birmingham Civil Rights Institute, the Gulf Coast Exploreum, the U.S. Space and Rocket Center, Russell Cave National Park Service Monument, and many others to share these enhanced audio and video resources through the ALEX Web portal.

Aligned to the Alabama College- and Career-Readiness Standards or Alabama Quality Teaching Standards, these podcasts are even more valuable to Alabama teachers. Each year teachers and students are encouraged to develop podcasts of their own, and the lessons that go with them, to further expand the reach of Alabama’s outstanding educators. ALEX extends this initiative to schools to continue submitting podcasts to ALEX. Students and teachers can be recognized for their quality work by submitting their original podcasts to ALEX in the annual iChallenge Podcast Exposition. The iChallenge awards prizes to the best podcasts submitted in several categories. For information on the iChallenge Awards go to [http://alex.state.al.us/ichallenge.html](http://alex.state.al.us/ichallenge.html).

**Girls Engaged in Math and Science University (GEMS-U)**

The Girls Engaged in Math and Science University (GEMS-U) is an educational program designed to actively involve girls in STEM related activities through formal and informal learning environments. The GEMS-U Program supports the national need to close the STEM gender gap utilizing eight teaching strategies to encourage self-confidence and elevate interest in the areas of math and science with female students. GEMS-U teacher practices focus on these strategies to strengthen girls’ beliefs regarding their abilities in math and science.

The GEMS-U program offers professional development opportunities and educational resources to help educators create an atmosphere to actively engage girls in STEM learning. These efforts include:

- **Science and Math Summits (SAMS):** 3-day lesson plan activity development sessions aligned with Alabama Courses of Study and available worldwide through ALEX; invitees are National Board Certified Teachers, Presidential Award-Winners, and other Distinguished Educators.
- **GEMS-U Camp for Educators:** 2-day professional development opportunities designed to impact professional practice through a formal and informal learning environment utilizing Project-Based Learning instructional design methods.
- **GEMS-U Clubs:** Student organizations designed to increase interest and prepare female students to pursue postsecondary study and careers in STEM.

In addition, each year the GEMS-U program brings over 150 girls from around the state together for the *GEMS-U Expo*. This event spotlights female role models and hands-on learning experiences designed to actively engage girls in Science, Technology, Engineering, and Math (STEM) activities. The girls in attendance have opportunities to collaborate with successful females in STEM-related careers, as well as showcase student-created projects developed through a collection of math and science lesson plans aligned to the Alabama Courses of Study. These high-quality GEMS-U lesson activities and curriculum resources are available through the Alabama Learning Exchange (ALEX) Web portal for all educators, students, and parents throughout the state at [http://alex.state.al.us](http://alex.state.al.us).

To find out more about this statewide initiative brought to you by ALEX, visit [http://www.gemsu.org](http://www.gemsu.org) or contact Hailey Ridgeway at hridgeway@alsde.edu.

**ALEX Usage Report**

ALEX usage has grown exponentially since 2004 as the following table illustrates. Excluding summer and holidays, ALEX averages over 115,000 unique visitors per month. Teachers are mostly from Alabama, but teachers from all over the world access this vibrant Web portal. Usage by country, state, and city can be furnished upon request.

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<th>Number of Visits</th>
<th>Pages</th>
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<td>2014</td>
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<td>1,938,608</td>
<td>12,730,605</td>
<td>54,324,709</td>
</tr>
</tbody>
</table>
ALEX Key Features

- Easy to use by parents, students, and teachers, over 65,000 alignments to Content Partner resources and other high-quality standards-based resources
- gallery360°, Alabama’s Podcast Treasury (also available on iTunes U)
- Direct access to Alabama Insight Tool, providing focused resources and activities that engage and enhance learning and are aligned to College- and Career-Readiness Standards
- New math and science lesson plans focused on STEM concepts and 21st Century learning. Girls Engaged in Math and Science University (GEMS-U); Initiative designed to engage more girls in math, science, and technology projects and increase interest in STEM-related careers
- Abundant resources for English Language Learners (teachers, students, and parents)
- Redesigned ALEX A.C.E. Training Program
- More interactives in each core subject area to improve “achievement gap areas,” as well as “difficult-to-teach/learn” subject areas and concepts as identified by an exclusive panel of Alabama’s National Board Certified Teachers and other Distinguished Educators
- Online professional learning resources and online continuous professional learning community known as ALEXville that provides teachers an area to communicate and collaborate with colleagues using a variety of social networking tools
- New free School Leadership Team Project—Digital Learning Training (by application process)
- **New unit lesson plans feature:** You can now create unit plans on ALEX to meet your Project-Based Learning needs!
Through the Courses of Study, teachers access digitized, printable Alabama Courses of Study with over 65,000 aligned national and Alabama Teacher-developed lesson plans, podcasts, learning strategies, and Web resources for all K-12 subject areas.

Learning Assets are instructional strategies teachers use to actively engage students in learning a concept or skill using a digital tool or online resource.

Visit the Lesson/Unit Plans section to find panel-reviewed, “best practices” technology-infused unit and lesson plans!

Teachers Search all of ALEX to find Courses of Study Standards that are Frequently Tested, Hard to Teach/ Learn, and typical Achievement Gap Areas. Find a variety of innovative learning resources selected by a panel of National Board Certified Teachers.

Teachers can create, find, share, and save lesson plans and bookmark favorite resources in their Personal Workspace.

In Professional Learning, educators can find many resources, rich instructional tools, instructional websites, and “grab-it-and-go” professional development ideas.

Visit gallery360 to access a treasury of Alabama’s engaging, educational podcasts through a special partnership with Apple’s iTunes U.

Visit ALEXville, ALEX’s social network, to communicate with your colleagues, keep up with the latest ALEX and GEMS-U news, and follow the ALEX Professional Learning Communities!
The Alabama Insight Tool has an all-new look, feel, and new functions. Everything you need to plan, map, filter, print, and share your curriculum, as well as find/create your own CCRS learning resources, is all right there on your computer or mobile device!

The CCRS (Math, ELA, Literacy, and Social Studies) are unpacked to help teachers identify specific knowledge, skills, vocabulary, understandings, and evidence of student attainment for each standard.

### New and Expanded Functions/Features
- Curriculum Mapping
  - At the district level by District Wide Committees
  - At the school level through the export function (Excel)
  - At the teacher level through the export function (Excel)
- Unique Logins for each Teacher
- Logins for Curriculum Mapping Committee Members
- Export standards with unpacked information to Excel
- Simplified Print Functions
- Unlimited Resource Custom Columns
- Mobile device-friendly

### Who Has Access & What Can They Do?
Each Technology and Curriculum Coordinator was sent directions to activate their District’s Insight Account on July 25, 2014. This District Insight Account enables districts to create Curriculum Committees for their districts if desired.

Once the District Insight Account is activated, each District can set up three (3) Administrative Logins. These people with Administrative Logins can then add up to three (3) editors who can move rows, delete or add columns, and add resources for the District Curriculum Committees. (Those with Administrative Logins can do this too.)

If the District chooses not to create a District Curriculum, then Individual School and Teacher Curriculum Maps may be created by signing up for an ALEX Personal Workspace and exporting the Insight Tool through Excel. If the District does choose to create a District Curriculum, then teachers at each school will be able to access it, and still export it through Excel. (In all cases, teachers will need to create an ALEX Personal Workspace Account. See below.)

### Sign Up for a Unique Login & See the Updated Insight Tool
1.) Create an ALEX Personal Workspace account. (Not needed if you already have one.)
   - Access ALEX: [http://alex.state.al.us](http://alex.state.al.us).
   - Select Personal Workspace.
   - Select Create New Account, and complete the information.
2.) You will receive a confirmation email with a link; Click on it.
3.) Update your Profile, and Click on “Update Account.”
4.) Click on your Personal Workspace link.
5.) Click on the Alabama Insight Tool button. You will now have access to the Alabama Insight Tool.
   (Required: Agreement to Terms of Use.)

### Support
Your District Technology or Curriculum Coordinator will have direct access to the Insight Development Team for help and support. Insight Help Podcasts will also be available on Insight in September 2014.
SECTION 3: Teaching, Professional Development, Instructional Resources

This action-packed “premier” A.C.E. module takes you on an interactive tour of the free and award-winning, ALEX and Thinkfinity websites. Take a dip in the digital pool of engaging interactives, podcasts, and lesson plans—all linked to the standards you teach—and take your classroom to the next level of greatness!

Enjoy this hands-on planning, creation, and implementation of video podcasting as a means of teaching and learning about the content for the 21\textsuperscript{st} Century learner. You will utilize a project-based learning format to design a podcast and then share that podcast via the gallery360\textsuperscript{o} section of the ALEX website.

Become skilled with using a variety of learning techniques, tools, and strategies for the effective integration of group projection tools, including the multimedia projector, interactive whiteboard, document camera, and wireless slate. Project yourself positively!

Learn what the Professional Social Networking “buzz” is all about by experiencing a variety of social networking tools and discovering innovative ways in which you can utilize these tools as a mechanism for professional development.

This module will provide you with a treasure chest of available Web-based tools that are proven to enhance student learning and keep you organized. Because of the ever-changing nature of these technologies, the module will also focus on the appropriate evaluation and integration of emerging tools you can use to amaze and engage every student!
Explore a variety of techniques and strategies for the effective integration of enhanced video into the classroom. As you stroll through the magic of cinematic delights, learn how to capture and integrate video effectively into every learning venue.

**MODULE 6: INCORPORATING VIDEO INTO THE CLASSROOM [3 HOURS]**

Green light for iPad learning! Ensure that your practice is “best practice” as you learn the latest tips on integrating iPads into your classroom. From apps to teaching strategies, this session will fill your teaching toolbox with the resources you need to Power Up learning with iPads!

**MODULE 7A: IPAD POWER UP FOR TEACHERS [3 HOURS]**

Feeling overwhelmed by the mundane tasks of the classroom? It is time to Power Up your game with iPad Power Up for Productivity! Use dozens of ideas to manage your documents, your classroom, and even your life, all designed to save you time and thrill your “inner” boss.

**MODULE 7B: IPAD POWER UP FOR PRODUCTIVITY [3 HOURS]**

Calling all Instructional Leaders... Report to your school and Power Up! Learn some valuable, useful tips, and even grab a handy digital technology integration walkthrough tool that you can use to lead the digital charge!

**MODULE 7C: IPAD POWER UP FOR ADMINISTRATORS [3 HOURS]**

PBL answers that age-old question, “Why are we doing this?” During this three-day module, Teacher Leaders and their Principals will discover the nuts and bolts of creating a Project-Based Learning environment. The fun begins with asking a driving question, and moves to best practices strategies that engage today’s student. Tools for planning a PBL initiative together, locating exciting free CCRS lesson plans and activities, and technology training support will be shared as well. Teams will be accepted through an application process.

**MODULE 8: PROJECT-BASED LEARNING – THE REAL DEAL for School Leadership Teams [3 DAYS]**

To learn more go to: http://bit.ly/ALEXACE or scan the code!
ALEX’S GALLERY 360° & iTUNES U

Join the Podcast Revolution!

ALEX, in partnership with iTunes U, brings together enhanced audio and video resources from organizations across Alabama ...

... and puts them in the hands of Alabama teachers, students, leaders, and parents in a variety of formats for presenting in the classroom, using a computer, an iPad, or interactive whiteboard.

Challenge your students and teachers to create and submit podcasts to ALEX for hosting on gallery 360° and iTunes U! Prizes awarded each summer for Best Podcast through Alabama’s iChallenge Podcast Award Program.

For more information, go to http://alex.state.al.us/g360.html.
The Alabama Insight Tool has a new look, feel, and functions. Districts will be able to create unique logins for each teacher through the ALEX Personal Workspace. Users will find standards and unpacked information can be easily exported to Excel. Simplified print functions, as well as the ability to create unlimited resource custom columns are now available. To view the Alabama Insight Tool Tutorial (PowerPoint), go to: http://alex.state.al.us/aetc/sites/alex.state.al.us.aetc/files/Alabama%20Insight%20Tool%20Tutorial_9_5_14[1].pptx.

Below are links to the new Teacher, Administrator, and Editor Guidelines for using the Alabama Insight Tool:

Teacher Guidelines
http://alex.state.al.us/training/files/insight/training_files/insight_teachers.pdf

Administrator Guidelines
http://alex.state.al.us/training/files/insight/training_files/insight_admins.pdf

Editor Guidelines
http://alex.state.al.us/training/files/insight/training_files/insight_editors.pdf
During the 2005-2006 academic year, Alabama’s ACCESS Distance Learning initiative was launched in 24 pilot sites across the state. The culmination of research and planning by Governor Bob Riley’s Task Force on Distance Learning, this initiative provides greater equity for all Alabama public high school students through access to cutting-edge technology and a wide range of courses previously available to relatively few Alabama students. By tailoring Web-based and interactive videoconferencing (VCI) courses to the needs of individual students, leveraging existing resources, and expanding access, it delivers a broad range of courses to students statewide, including Alabama’s hardest-to-serve areas. Regardless of location, Alabama public high school students now have access to courses required for the Alabama High School Diploma with Advanced Academic Endorsement, Advanced Placement and dual credit courses, remediation modules, supplemental resources, additional multimedia and technology tools, and a wide array of elective options not available in any one school.

WHAT IS ACCESS DISTANCE LEARNING?

ACCESS is a FREE program available to all Alabama public high school students in Grades 8-12. It provides:

- Equal access to high quality instruction
- An infrastructure that delivers quality learning opportunities
- Greater equity for all Alabama public high school students through 21st Century technology
- A wide range of courses available to relatively few Alabama students today

WHAT ARE THE KEY COMPONENTS OF THE ACCESS DISTANCE LEARNING PLAN?

The ACCESS Distance Learning Plan provides Alabama students with access to quality instruction and coursework by blending:

- Rigorous courses delivered through Web-based instruction and interactive videoconferencing instruction (VCI) by Alabama certified and highly qualified teachers
- A technical infrastructure to deliver approved Web-based courses and connect VCI labs via a statewide network
- Three regional support centers to hire, train, evaluate, and support e-teachers
- Statewide coordination, scheduling, and support for distance learning
WHAT COURSES ARE AVAILABLE THROUGH ACCESS?

69 Web-Based Courses
- 11 Advanced Placement (AP) courses (Art History, English Language and Composition, English Literature and Composition, Calculus AB, Statistics, Biology, United States History, Macroeconomics, U.S. Government and Politics, Physics, Computer Science A, Psychology)
- 25 additional courses in core content areas (English, mathematics, science, social studies)
- 15 foreign language courses (Spanish, French, German, Latin, Mandarin Chinese)
- 1 Health Education course
- 2 Arts Education courses (Arts Survey (1/2), Theatre Level 1 (1))
- 16 electives (Creative Writing--½ credit and 1 credit, Psychology, Global Studies, Web Design I, Web Design II, Computer Programming Basic I, Accounting, Personal Finance, Nutrition and Wellness, Workforce Essentials, Business Technology Applications, Reading, Sociology, Forestry, and Journalism)
- 1 Life PE (1)

Additional Courses
- 21 Credit Recovery Courses
- 5 Courses for 8th Graders (Math 8, Science 8, Creative Writing-half year course, Creative Writing-full year course, and Journalism 8)
- 15 Credit Advancement Courses

Variety of Interactive Videoconferencing Courses
- Core courses
- AP and other advanced courses
- Career Technical Education courses
- Additional electives

WHAT IS DIFFERENT ABOUT ACCESS COURSES?

These courses:
- Incorporate 21st Century skills and technology to foster student creativity and make learning relevant and engaging for students
- Offered via flexible scheduling that allows students to make up credits lost due to course failures and stay “on track” for graduation
- Enable students to learn using a wide array of multimedia resources and hands-on learning opportunities that address individual learning styles of students
- Engage students in the utilization and sharing of dynamic digital content to ensure 21st Century learning outcomes
- Allow students to learn with peers across school districts
WHAT ARE SOME OF THE MAJOR EVENTS OR ACCOMPLISHMENTS IN THE HISTORY OF ACCESS?

Spring 2006
- Implementation of ACCESS Distance Learning in 24 pilot sites offering seven Web-based courses and 19 VCI courses and featuring 21st Century Classrooms that incorporate the newest technologies
- Establishment of three support centers—Madison City Schools, The University of Alabama College of Continuing Studies, and Troy University—to hire, train, support, and evaluate distance learning teachers and provide helpdesk support
- Linking of pilot site videoconferencing labs to a statewide network with 10 Mbps connectivity
- Purchase of a statewide learning management system (LMS) for Web-based course delivery
- Conversion of Alabama Online High School (AOHS) courses to state LMS

Summer 2006
- ACCESS courses offered to participating schools statewide through summer school program
- Awarding of 21st Century Classroom Grants to 20 additional (expansion) sites
- Purchase of state software licenses for Web conferencing and various other software programs
- Development and delivery of training modules for teachers, facilitators, and counselors

Fall 2006-Summer 2007
- Awarding of 21st Century Classroom Grants to 26 Expansion II Sites (bringing total number of sites to 70)
- Implementation of online student registration system
- Piloting of blended model of distance learning
- Statewide delivery of 33 Web-based and 25 VCI courses
- Expansion of course delivery to approximately 9,000 student enrollments in 174 participating schools
- Development of three additional AHSGE remediation courses (Reading Comprehension, Language, and Social Studies)
- Purchase of additional state software licenses
- Connection of all public high schools having existing videoconferencing labs to statewide VCI network

2007-2008
- Statewide delivery of 54 Web-based courses, 5 AHSGE remediation modules, and a wide variety of VCI courses
- Expansion of blended model
- Awarding of 21st Century Classroom Grants to 100 additional expansion sites
- Further expansion of course delivery to estimated capacity of 20,000 student enrollments

2008-2009
- Completion of ACCESS implementation in all 371 Alabama high schools
- Addition of other Web-based courses through development as well as purchase and alignment
- Further expansion of blended model
- Expansion of course delivery to estimated capacity of 32,000 student enrollments
- Implementation of InformationLIVE, a new student registration system
- Integration of student registration system with learning management system
- Development of new teacher professional development plan
- Relocation of AHSGE remediation modules to new learning management system (Moodle)

2009-2010
- Developed additional Web-based courses
- Full implementation of blended model
- Implementation of new teacher professional development plan
- Delivery of dual credit courses
- Serve accelerated middle schools students
- Hosted 1st Annual Distance Learning Week
2010-2011
- Developed ACCESS implementation plan for next five years
- Hosted 2nd Annual Distance Learning Week
- Recognized in the 2010 Keeping Pace with K-12 Online Learning as the third largest state virtual school (by enrollment)
- Piloted Credit Recovery
- Piloted Franchise (Blended) Model
- Received NCAA approval

2011-2012
- Provided Credit Recovery Courses for all Core Courses
- Expanded the Franchise (Blended) Model Pilot Courses
- Redesigned Teacher Training Program
- Hosted 1st Annual Alabama Digital Learning Month

2012-2013
- Enrollment surpassed 55,000 half credits
- Trained additional teachers and facilitators
- Upgraded the Learning Management System
- Expanded Virtual Field Trip offerings

2013-2014
- Enrollment surpassed 56,000 half credits
- Virtual Field Trips expanded to monthly offerings
- Expanded Course Offerings
- Recognition Awards Initiated
- Opened Franchise Model beyond initial Pilot Sites

2014-2015
- Opened Franchise Model (56 courses) to all public high schools
- Provided Credit Advancement courses in English, Math, and Social Studies
- Upgraded the LMS to the latest version

Future Plans
- Expansion of VCI course offerings
- Increase Credit Recovery offerings
- Expand 8th grade electives
- Increase Advanced Placement (AP) enrollment
- Develop Korean Language and culture courses

FOR MORE INFORMATION

Additional information about ACCESS Distance Learning may be found at http://accessdl.state.al.us or by calling 334-242-9594.

General questions may be directed to Larry Raines, ACCESS Distance Learning Program Administrator, at lraines@alsde.edu.
### ACCESS Numbers Review
August 30, 2014

#### ENROLLMENT

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th># Enrolled</th>
<th>Remediation</th>
<th>Total Enrollment</th>
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<tbody>
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<td>Fall 2005</td>
<td>489</td>
<td>NA</td>
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<tr>
<td>2006</td>
<td>4,382</td>
<td>704</td>
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<tr>
<td>2007</td>
<td>9,508</td>
<td>4,180</td>
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<tr>
<td>2008</td>
<td>22,869</td>
<td>13,582</td>
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<tr>
<td>2009</td>
<td>26,197</td>
<td>6,059</td>
<td>32,256</td>
</tr>
<tr>
<td>2010</td>
<td>25,076</td>
<td>---*</td>
<td>25,076+</td>
</tr>
<tr>
<td>2011</td>
<td>34,020</td>
<td>---*</td>
<td>34,020+</td>
</tr>
<tr>
<td>2012</td>
<td>45,404</td>
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<td>2014</td>
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<tr>
<td>2015</td>
<td>45,913</td>
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* Remediation Numbers for 2010 and 2011 no longer available.

#### COURSES

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<thead>
<tr>
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<td>2009</td>
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<td>103</td>
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<td>2011</td>
<td>108</td>
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<td>2015</td>
<td>119</td>
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#### TEACHERS

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<td>2014</td>
<td>971</td>
</tr>
<tr>
<td>2015</td>
<td>905</td>
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</table>
As part of the First Choice Diploma program all students prior to graduation are required to participate in an online course or experience.

290-3-1-.02(8)(d)(4)

**Distance Learning:** Effective for students entering the ninth grade in the 2009-2010 school year, Alabama students will be required to complete one online/technology enhanced course or experience prior to graduation. Exceptions through Individualized Education Plans will be allowed.

This document has been designed to provide guidance in identifying and creating an online learning experience.

An online experience for this purpose is defined as a structured learning environment that utilizes technology—consistently and regularly—with Intranet/Internet-based tools and resources as the delivery method for instruction, research, assessment, and communication.

**Alabama High School Graduation Requirements:**

A student may satisfy the online requirement for graduation through one or more of the following options:

1. Take an online course
2. Participate in online experiences incorporated into courses used to fulfill requirements for graduation.

**For the online experience to be successful and to meet the online graduation requirement, it must meet the following standards:**

1. Be relevant and address many learning styles appropriate to the task.
2. Include asynchronous and/or synchronous interaction between teacher and student as well as student and student.
3. Incorporate resources outside of the classroom.
4. Incorporate the following:
   a. **Use** of technology tools for managing and communicating personal information.
   b. **Apply** advanced software features such as built-in thesaurus, templates, and styles to improve the appearance of word processing documents, spreadsheets, and presentations.
   c. **Identify** and **describe** various telecommunications or online technologies such as desktop conferencing, listservs, blogs, and virtual reality.
   d. **Incorporate** a variety of media and formats to **design**, **develop**, **publish**, and **present** products.
   e. **Collaborate** in content-related projects that integrate a variety of media.
   f. **Demonstrate proficiency** in the use of emerging technology resources such as podcasting, Webcasting, compressed video delivery, online file sharing, graphing calculators, and global positioning software.
Essential Characteristics of Quality Online Learning Experiences:

A quality online learning experience will be a combination of structured, sustained, integrated, and meaningful learning activities accessed via an information technology network, thus preparing students with skills needed for business and industry, continuing education, and lifelong learning.

Quality online learning experiences have common characteristics:

- The online experience is aligned with appropriate content standards and addresses multiple intelligences and various learning styles.
- The online experience advocates, models, and teaches safe, legal, and ethical use of digital information and technology, including respect for copyright and intellectual property and the appropriate documentation of sources.
- All participants abide by the district’s Acceptable Use Policy.
- The teacher is involved as a mentor, facilitator, and instructional leader experienced in 21st Century Technology Skills.
- Participants engage in collaborative online learning projects, discussions, and assessments beyond the traditional classroom that are goal oriented, focused, project-based, and inquiry-oriented.
- 21st Century technologies and resources, a variety of rich media, and advanced software features are accessible to all students.
- An online course/learning management system should be utilized to support global learning opportunities and to facilitate management of online experiences.
- The experiences provide rigorous lessons and structured learning environments with consistent and regular access to emerging technologies.
- Districts comply with the requirements of Section 508 of the Rehabilitation Act of 1973 to ensure accessibility for all students.
- The online experience must be consistent and regular, lasting 20 hours or more.
- The online experience includes a monitoring plan.
- To incorporate the online experience into the required computer applications course, it must meet both of the following:
  - Be included in a full credit course that also includes all criteria for the online experience
  - Be taken in Grades 9 - 12
- An online experience must involve collaboration among students in content-related projects that integrate a variety of media, thus a computer-assisted software program does not meet the definition of an online experience.

Online Learning Delivery Formats

I. **Web-Based Instruction**— Teacher led through a virtual environment. An asynchronous format makes use of Web-based course/learning management systems to create an online learning environment for students. This includes the ACCESS model, online dual credit
classes, and other distance learning courses. The online teacher serves as a mentor and instructional leader and actively engages participants in the learning process. They provide feedback in a timely manner, administer assessments, and establish timelines. This format requires participants to have strong computer skills and social networking abilities that include but are not limited to email, chat rooms, webinars, and threaded discussions.

II. **Blended Enhanced Online Instruction**— Teacher led through both face-to-face and a virtual environment. A traditional online course is aligned with the Alabama Course of Study and managed through a virtual environment (course/learning management system) to provide a flexible, interactive platform for the teacher to communicate, assign, and distribute materials. This delivery method enables teachers to provide immediate feedback, collaborate with students, and actively engage participants in the learning process. Connecting Web-based resources and emerging and advanced technologies to the traditional classroom facilitates the development of 21st Century learners. Teachers utilizing this type of instruction engage learners in 21st Century skills with virtual learning opportunities. In order for the experience to be meaningful and to develop technological competencies, research has shown that the participant’s experience must be consistent and regular, lasting 20 hours or more.

Blended learning is a mix of synchronous and asynchronous instructor-designed online experiences. The delivery of the synchronous instruction may involve a teacher in the classroom or a teacher via interactive videoconferencing (IVC). Teachers that engage in blended instruction use a Web-based course/learning management system as an extension of the classroom. This delivery combines the communication benefits of a traditional classroom and connects it to emerging technology-based tools and resources. This blended format can provide opportunities for student work outside the classroom in virtual teams with students from other schools or classrooms to learn writing, research, teamwork, and technology skills.

**Guidelines for Online Teachers**

*derived from SREB Guidelines for Online Teachers*

The online teacher must hold a valid Alabama Teaching Certificate in the area of the online course content.

The online teacher should also successfully meet one of the following requirements in order to teach an online course or experience:

1. ACCESS Distance Learning Training for Online Teachers
2. Alabama eLearning for Educators Course Instructor*
3. Alabama eLearning for Educators Online Facilitation (for Instructors)
4. Intel Master Teacher for Essentials Online
High School Graduation Distance Learning: Online/Technology Enhanced Course or Experience Guidance
Provided By: Technology Initiatives and Curriculum and Instruction, Alabama Department of Education

5. LEA approved – must be trained in online pedagogy, meet the following standards, and demonstrate:
   a. The ability to effectively use word processing, spreadsheet, and presentation software.
   b. Effective use of Internet browser, email applications, appropriate online software, and online digital citizenship.
   c. The ability to effectively incorporate subject-specific resources.
   d. Technology knowledge and skills in order to stay current with emerging technologies.
   e. The ability to plan, design, and incorporate strategies to encourage active learning, interaction, participation, and collaboration in the online environment.

*This 10-week online course will be offered free to any public high school teacher starting in the summer of 2009. Fifty-five hours of professional development will be awarded upon successful completion of the course. To register: Go to https://pdweb.alsde.edu; search for PD Title #: EDU6611.
1. What is an online experience?
   An online experience for this purpose is defined as a structured learning environment that utilizes technology—consistently and regularly—with Internet-based tools and resources as the delivery method for instruction, research, assessment, and communication.

2. Are all high school students required to participate in an online course or experience?
   Yes, beginning with 2009-2010 ninth-grade class.

3. Will a student fail to graduate if he does not participate in an online course or experience?
   Yes, unless an exception is made through an Individualized Education Plan.

4. How many credits does a student earn for an online experience?
   The online experience is to be documented. Credit is earned for a course that is taken online or a course that incorporates an online experience.

5. Will the distance learning requirement be recorded as a class on the student’s permanent record?
   The LEA should develop policies to address the tracking and recording on permanent records of the distance learning requirement.

6. If a student writes a research paper for a required course using the Internet, will this activity qualify as an online experience?
   No, there must be collaboration involved using a variety of media and managed through a virtual environment.

7. If a student participates in an online course with ACCESS, does the ACCESS course satisfy the online requirement?
   Yes.

8. If a student took an online course earning dual credit at a participating university or college, will that experience while the student is in high school qualify as an online experience?
   Yes, if it meets the definitions in this document.
9. Can the online technology experience be distributed over several courses with each teacher teaching only parts of the experience?
   No, as there are not course of study standards tied to the online experience that can be distributed over several courses; the online experience is a method of instructional delivery and student collaboration.

10. If a teacher uses blogging or STI assessments in a course, does that qualify as an online experience for the student?
    No, not by itself.

11. Does participation in FaceBook or YouTube qualify as an online experience?
    No, not by itself.

12. The science teacher requires her students to use laptops to make podcasts. Is this an online experience?
    No, not by itself.

13. What kinds of technology hardware and software does a student need to participate in an online experience?
    Access to a computer and log-in to a managed virtual environment.

14. Can a student earn credit for an online experience without a teacher?
    No.

15. Is there an exit exam for the online experience?
    No.
Throughout the 2015-16 academic year, we expect thousands of students across the state of Alabama to participate in monthly Virtual Field Trips through videoconferencing and WebEx experiences that promote robust learning and student engagement which elevate teachers as committed educators using technology to reach ALL students. ACCESS Distance Learning and Educational Technology (EdTech), through the Alabama Supercomputer Authority (ASA), will connect organizations and people to students throughout the state.

The month of February each year is designated as Digital Learning Month in Alabama. February 17, 2016 has been designated as the National Digital Learning Day. Please visit our site often (http://alex.state.al.us/alabamadlm/) to find out about monthly events as well as events scheduled for February 2016! We also have a Video Archives available for schools that are unable to connect with us for live Virtual Field Trips.

How Do I Sign Up for a Virtual Field Trip?
Emails are sent out each month to the local education agencies, along with the monthly flyer, listing all the month’s events and a link to our Online Request Form. Once the Online Request Form is received, our staff will contact by email to schedule your connectivity test.

Equipment Requirements:
To participate in Virtual Field Trips (VFTs) using videoconferencing, the equipment must be H.323-compatible, such as a Tandberg or Polycom unit similar to the setup in the ACCESS Distance Learning labs in the high schools. Desktops and Smartboards cannot be connected for this type of program.

Staff from the Alabama Supercomputer Authority (ASA) bridge the calls and perform a connectivity test a few days before the session with each school that has signed up. If the test call (to confirm audio/visual is working properly through the school’s External IP Address) is not successful, the school will not be able to participate in that particular event. ASA staff also assist the schools in joining fifteen minutes before each event begins.

We are working on securing other types of connectivity such as Google Hangouts, Skype sessions, and WebEx sessions. At this time we do not have any agencies that have volunteered to conduct a program using these methods.
On April 10, 2009, the Alabama Board of Education approved a set of Technology Standards for Teachers and Administrators. [Alabama Code: 290-4-3-.02 (7)(a)(b)]

These standards are based upon the National Educational Technology Standards (NETS). These NET Standards are endorsed by the International Society for Technology in Education.
290-4-3-.01 Inservice Education and Educator Development

290-4-3-.02 Office Of Instructional Development

290-4-3-.02(7)(a)1. 290-4-3-.02(7)(a)10.

8) Technology Professional Development Topics for Teachers and Administrators. Technology training shall be offered to professional personnel in the area of technology integration, use, and technology instructional leadership. The purpose of these professional development experiences will be to improve teaching, learning, leading, and enhancing Alabama’s workforce skills.

(a) The teacher shall learn to effectively:

1. Identify and evaluate technology resources and technical assistance, i.e., those available on-line and on-site within a school and district setting.
2. Assess advantages and limitations of current and emerging technologies, and on-line software content to facilitate teaching and student learning.
3. Develop and implement a classroom management plan to ensure equitable and effective student access to available technology resources.
4. Model safe, responsible, legal, and ethical use of technology and implement school and district acceptable use policies including fair-use and copyright guidelines and Internet user protection policies.
5. Design, implement, and assess learner-centered lessons and units that use appropriate and effective practices in teaching and learning with technology.
6. Use technology tools (including, but not limited to, spreadsheets, web page development, digital video, the Internet, and e-mail) for instruction, student assessment, management, reporting purposes and communication with parents/guardians of students.
7. Facilitate students’ individual and collaborative use of technologies (including, but not limited to spreadsheets, web page development, digital video, the Internet, and e-mail) to locate, collect, create, produce, communicate, and present information.
8. Design, manage, and facilitate learning experiences incorporating technologies that are responsive to diversity of learners, learning styles and special needs of all students (e.g., assistive technologies for students with special needs).
9. Evaluate students’ technology proficiency and students’ technology-based products within curricular areas.
10. Use technology to enhance professional growth (e.g., through accessing web-based information, on-line collaboration with other educators and experts, and on-line professional courses).
The Administrator shall learn to effectively:

1. Describe mechanisms for creating a shared vision for the comprehensive integration of technology, communicating that vision, and facilitating a process that fosters and nurtures a culture to achieve the vision.
2. Develop a technology plan including resource alignment (e.g., funding, staff and time, hardware/software, total cost of ownership), and demonstrate leadership skills necessary to integrate technology to support effective learning and administration.
3. Facilitate the selection and use of technologies appropriate for curriculum areas, instructional strategies, and student-centered learning environments to maximize learning and teaching to meet the individual needs of all learners.
4. Apply and model technology applications and professional practices that demonstrate knowledge of available technologies; existing Alabama and national technology standards for students, teachers, and administrators; related trends and issues; current research; and professional development resources in order to enhance professional practices of educational leaders, increase job-related technology use, and improve the productivity of self and other school personnel.
5. Use prevalent technology-based managerial, financial, and operational systems used in Alabama schools.
6. Use technology to facilitate effective assessment and evaluation, including: the collection, analysis, and interpretation of data and communication of findings to improve instructional practice and student learning; the use of assessment of staff knowledge, skills, and performance in using technology to facilitate quality professional development and guide personnel decisions; the use of technology to assess and evaluate managerial and operational systems; the use of multiple methods to evaluate the efficacy of technology resources for the purposes of improving learning, communication, and productivity.
7. Demonstrate responsible decision making that reflects understanding of social, legal, and ethical issues related to technology.

Author: Dr. Joseph B. Morton
Technology Coordinator Professional Development Opportunities

EdTech Training

In addition to onsite support and technical assistance, EdTech offers a range of training opportunities for Alabama’s Technology Coordinators. In order to save time and money, many of these training sessions are offered via webinars. Watch for flyers and emails giving specific topic details.

I. Web conferencing Sessions will be planned depending on need.

WebEx is a Web conferencing tool that has been purchased by the ALSDE. When the state department offers training or meetings through WebEx, you will be contacted via email with a link to the appropriate WebEx session. All you need to do is save this link and click on it during the appointed session times. If you have never used WebEx before, you will be required to download a plug-in that may take one to ten minutes depending on your Internet access speed. Once you have downloaded/installed the plug-in, you will be prompted to give a screen name for the current WebEx session. It is best to list your full name and school district for identification.

A. Monthly Webinars
These dates will be sent to you when the session topics have been determined.

II. Regional Meetings

A. Spring Regional Meetings--TBA
   Questions and Answers
   New Technology Initiatives

III. Conferences

Alabama Educational Technology Association (AETA)

Alabama Educational Technology Conference (AETC)
Alabama Educational Technology Conference
June 7-9, 2016

The Alabama Educational Technology Conference (AETC) is dedicated to the professional development of educators. This conference plays a key role in helping educators at all levels increase their understanding of the role of technology in education.

AETC 2016 will provide practical knowledge and skills for application in classrooms across the state. See the latest and greatest in educational applications of hardware and software and listen to visionaries in the field of educational technology.

AETC has something for everyone: administrators, teachers, library media specialists, technicians, and technology coordinators.

Please help us recruit Alabama's best educational technology users to be presenters at the eighteenth annual Alabama Educational Technology Conference, June 7-9, 2016. To apply online, go to http://alex.state.al.us/aetc, click “Applications to Present”. Guidelines and more detailed workshop information are posted with each application.

Features of the Conference

FEATURED SPEAKER SESSIONS: Nationally-known experts are invited each year to present the most current topics in the use of instructional technology.

CONCURRENT SESSIONS: Meet people who face the same challenges you do—and have found answers they are willing to share with you in one-hour sessions offered throughout the conference. Up to 12 hours of professional development credit in technology can be earned attending the one-hour concurrent sessions (one hour per concurrent session attended). You do not have to preregister for these sessions.

SMACKDOWN SESSIONS: Love a fast moving session? Enjoy interacting with others? Know of a great gadget or program to share? Then these sessions are for you! Come and grab your two minutes of fame in a fast-moving "Smackdown" session. Participants will have about two minutes of floor time to share something "techie" that they find valuable in this exciting and ever-changing world of educational technology.

HANDS-ON WORKSHOPS: These three-hour and one-and-a-half hour workshops are a popular feature of AETC and are conducted in fully-equipped labs. Hands-on workshops, taught by outstanding Alabama educators, provide participants with enhanced skills, new ideas and renewed confidence in the use of technology. These workshops provide an opportunity to learn how to use new software programs, integrate technology into your lesson plans, discover effective teaching strategies, and more. Workshop descriptions and registration will be available on the AETC website at http://alex.state.al.us/aetc in March. Register early for hands-on workshops as they fill quickly.

EXHIBIT HALL: AETC hosts one of the largest technology vendor shows in Alabama. State-of-the-art hardware, software, and uses of technology are on display during selected times during the conference. You will have an opportunity to browse the latest in educational technology.

STUDENT SHOWCASES: Students today are breaking the mold and thinking outside the box with technology. They use tools and resources to address the Alabama Technology Standards in exciting and innovative ways. We invite you to bring a group of your students to demonstrate their activities. These student teams will be present Wednesday and Thursday to talk and answer questions. Come visit with these teams and let them impress and inspire you.
Alabama Technology in Motion (ATiM) provides Alabama’s educators with free professional development in the area of instructional technology. We specialize in facilitating teacher and administrator learning. We collaborate with you to design and deliver sustainable programs and to build capacity that results in improved student achievement.

The ATiM instructional model consists of four major components embedded with ongoing evaluation to help educators use educationally-relevant, emerging technologies to engage students in the learning process, and improve learning outcomes for all students.

ATiM instructional specialists use a variety of delivery methods to provide quality professional learning to educators across Alabama. We can also develop a customized delivery option to meet the needs of your grade level, school, and district.

**We offer:**

- Integration of technology across the curriculum
- Customized instruction and training materials based on your goals
- Differentiated instruction with problem-based learning activities
- Online courses through eLearning for Educators
- Professional Learning Groups
- Virtual classroom training and follow-up support

TO LEARN MORE, PLEASE VISIT [http://atim.us](http://atim.us)
Alabama Technology in Motion (ATiM) specialists know professional development and understand the complicated needs of Alabama Educators. With extensive knowledge of national and state standards, we provide a complete professional development solution. We offer a variety of free workshops that are aligned with the Alabama Quality Teaching Standards, the Technology Course of Study, and the technology needs of individual schools and school systems.

<table>
<thead>
<tr>
<th>ACLD Approved Courses</th>
<th>PLU Title Number</th>
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<tr>
<td>Technology Initiatives, (SDE), Leadership Capabilities in the 21st Century</td>
<td>PLUACLD379</td>
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<td>Technology Initiatives, (SDE), Technology Topics for 21st Century Administrators: Best Practices</td>
<td>PLUACLD278</td>
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<td>Technology Initiatives, (SDE), Technology Topics for 21st Century Administrators: Productivity</td>
<td>PLUACLD279</td>
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</table>

ATiM specialists customize program topics and delivery to meet individualized professional development needs. Our instructional specialists help educational agencies identify instructional technology needs and design and implement a scope and sequence plan to meet identified needs. ATiM specialists integrate other appropriate technology tools when addressing the identified professional development needs of individual schools, districts, and school systems.

TO LEARN MORE, PLEASE VISIT [http://atim.us](http://atim.us)
### Alabama Technology in Motion Instructional Specialists

<table>
<thead>
<tr>
<th>In Service Center</th>
<th>ATiM Specialists</th>
<th>Contact Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alabama State University</td>
<td>Ms. Vanessa Webster</td>
<td>334-377-1761</td>
</tr>
<tr>
<td></td>
<td></td>
<td>334-229-4161</td>
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<tr>
<td>Alabama A&amp;M University</td>
<td>TBA</td>
<td>256-372-4426</td>
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<tr>
<td></td>
<td></td>
<td>256-509-8771</td>
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<tr>
<td>Athens State University</td>
<td>Mr. Michael Pepper</td>
<td>256-216-6601</td>
</tr>
<tr>
<td></td>
<td></td>
<td>256-874-3687</td>
</tr>
<tr>
<td>Auburn University</td>
<td>Ms. Carol Foster</td>
<td>334-844-6242</td>
</tr>
<tr>
<td>Jacksonville State University</td>
<td>Ms. Brandi Caldwell</td>
<td>205-433-9604</td>
</tr>
<tr>
<td>Troy University</td>
<td>Dr. Roland Weldon</td>
<td>334-670-3899</td>
</tr>
<tr>
<td>The University of Alabama</td>
<td>Dr. Robert Mayben</td>
<td>205-210-9737</td>
</tr>
<tr>
<td>University of Alabama</td>
<td>Ms. Elizabeth Whitehead</td>
<td>205-999-0402</td>
</tr>
<tr>
<td>Birmingham</td>
<td></td>
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<tr>
<td>University of Montevallo</td>
<td>Ms. Janet Taylor</td>
<td>205-260-3835</td>
</tr>
<tr>
<td>University of North Alabama</td>
<td>Dr. Barry Wiginton</td>
<td>256-320-3500</td>
</tr>
<tr>
<td>University of South Alabama</td>
<td>Ms. Elizabeth Sessions</td>
<td>251-751-7696</td>
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<tr>
<td></td>
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<td>251-665-4684</td>
</tr>
<tr>
<td>Education Specialist</td>
<td>Ms. Nikkesha Hooks</td>
<td>334-242-9594</td>
</tr>
<tr>
<td>State Administrator</td>
<td>Ms. Cheri Hayes</td>
<td>334-242-9594</td>
</tr>
</tbody>
</table>

**To Learn More, Please Visit**

- [http://atim.us](http://atim.us)
- [http://www.facebook.com/alabamatechnologyinmotion](http://www.facebook.com/alabamatechnologyinmotion)
- [https://twitter.com/@atimpd](https://twitter.com/@atimpd)
Alabama Technology in Motion (ATiM) recognizes the need to help educators develop and sustain the technology skill-set needed to support curriculum and instruction that will help Alabama’s students become college and career ready. The Alabama Technology Integration Mentor program is designed to specifically address this need by creating a cadre of technology integration mentors throughout Alabama’s schools. These mentors receive quality, on-going, professional learning from ATiM instructional specialists to meet their regional technology needs. These cadres of technology integration mentors will provide regional technology integration support to educators and help sustain technology innovation across Alabama.

To participate in this program, educators must be nominated by a school/system administrator, commit to completing module requirements (attending all module sessions), attend at least three follow-up sessions with ATiM instructional specialists, and provide turn-around professional learning to at least ten (10) other educators. To learn more about the Alabama Technology Integration Mentor program, please contact Cheri Hayes, State Administrator, at chayes@alsde.edu, or Nikkesha Hooks, Education Specialist, at nhooks@alsde.edu, or the ATiM specialist for your region.

To learn more, please visit http://atim.us
Module 1: Exploring Digital Tools and Resources

Purpose
In this module educators will explore digital tools and resources used to create engaging, content-specific lessons that support students becoming college and career ready.

Outcomes
Educators will
- identify, collect, collaborate, and organize digital resources in Edmodo,
- create instructional tutorial videos/screencasts and embed videos/screencasts to social networking sites,
- create professional website using best practices for website creation,
- identify, demonstrate, and utilize digital communicative and response tools for individual and collaborative purposes as well as to provide formative student data,
- create evaluations using Google Forms to assess instruction, and
- work together to create a professional learning community consisting of proficient technology mentors.

Requirements
Educators must commit to
- attend three days (3) of professional learning,
- attend at least three follow-up sessions, and
- mentor at least ten (10) other educators on skills/concepts of this module.

Alabama Quality Teaching Standards

Standard 1—Content Knowledge
A. Academic discipline(s)
- 2. Knowledge of ways to organize and present content so that it is meaningful and engaging to all learners whom they teach (pedagogical content knowledge). [AQTS_1.A.2]

B. Curriculum
- 3. Ability to select content and appropriately design and develop instructional activities to address the scope and sequence of the curriculum. [AQTS_1.B.3]

Standard 2—Teaching and Learning
B. Organization and Management
- 5. Ability to plan and implement equitable and effective student access to available technology and other resources to enhance student learning. [AQTS_2.B.5]
- 7. Ability to collect and use data to plan, monitor, and improve instruction. [AQTS_2.B.7]
- 8. Ability to organize, allocate, and manage the resources of time, space, and activities to support the learning of every student. [AQTS_2.B.8]

D. Instructional Strategies
- 5. Ability to select and support the use of instructional and assistive technologies and to integrate these into a coherent instructional design. [AQTS_2.D.5]

Standard 3—Literacy
D. Technology
- 1. Knowledge of available and emerging technologies that support the learning of all students. [AQTS_3.D.1]
- 3. Ability to integrate technology into the teaching of all content areas. [AQTS_3.D.3]

The Alabama Technology Integration Mentor program is sponsored by Alabama Technology in Motion.
Contact: Cheri Hayes (chayes@alsde.edu) OR Nikkesha (nhooks@alsde.edu) OR (334) 242-9594
Alabama was one of ten states selected to collaborate with educational agencies and associated public broadcast stations to develop and implement the e-Learning for Educators Initiative. eLearning Alabama is a Web-based program that provides free high-quality professional learning that supports teachers’ content knowledge, improvements in their teaching practices, and increased student engagement.

**Why take eLearning courses?**

- **Free** Online Professional Development
- Over **100 Courses** to Choose From
- Most Courses are six (6) **weeks** long and earn **30 hours**
- Some courses can earn one (1) ACLD-approved PLU with additional work
- **No** Books to Buy
- **No** Substitute Teacher Required

**Keys to Successfully Completing eLearning Courses**

- Day 1 (Wednesday): Complete reading assignments.
- Day 2 (Thursday): Complete assigned activities.
- Day 3 (Friday): Revisit original thread post and continue to post to weekly discussion forum.
- Weekly activities can be completed in 3-4 hours.

TO LEARN MORE, PLEASE VISIT [http://elearning.alsde.edu](http://elearning.alsde.edu)
The Alabama State Department of Education has designed Web-based professional development courses for teachers, instructional coaches, curriculum specialists, professional development specialists, administrators, or other school personnel who would like to develop a deeper understanding of Alabama’s College- and Career-Ready Standards.

### COURSE OVERVIEWS FOR OCTOBER

**CCRSELA01: ELA College- and Career-Ready Standards Overview for K-5**
This course is designed to aid K-5 educators in becoming familiar with the Alabama College- and Career-Ready Standards for English Language Arts, key shifts in ELA, and vertical alignment/learning progressions. Participants will be able to plan and implement lessons that integrate the ELA College- and Career-Ready Standards into their classroom practice.

**CCRSELA21: ELA K-5 Formative Assessment and Scaffolds for Complex Texts**
This course is designed to aid K-5 educators in being able to explain how the Formative Assessment process affects student learning and be able to apply that learning to instructional decisions. Grade K-5 educators will also explore the process of implementing practices that scaffold complex text.

**CCRSELA02: ELA College- and Career-Ready Standards Overview for 6-12**
This course is designed to aid 6-12 educators in becoming familiar with the Alabama College- and Career-Ready Standards for English Language Arts, key shifts in ELA, and vertical alignment/learning progressions. Participants will be able to plan and implement lessons that integrate the ELA College- and Career-Ready Standards into their classroom practice.

**CCRSELA26: ELA 6-12 Formative Assessment and Scaffolds for Complex Text**
This course is designed to aid 6-12 educators in being able to explain how the Formative Assessment process affects student learning and be able to apply that learning to instructional decisions. Grade 6-12 educators will also explore the process of implementing practices that scaffold complex text.

**CCRSLIT21: Literacy in the Content Areas for 6-12 (Year 2)**
This course is designed to help 6-12 educators in the content areas delve more deeply into the Alabama College- and Career-Ready Standards (CCRS) for History/Social Studies; Science, and Technical Subjects. Participants are expected to apply their learning to classroom situations, reflect upon the results, and adjust instruction. Participants will be able to practice these concepts in their classrooms as they learn how they support the CCRS.

**CCRSLT21: Literacy in the Content Areas for 6-12 (Year 2)**
This course is designed to help 6-12 educators in the content areas delve more deeply into the Alabama College- and Career-Ready Standards (CCRS) for History/Social Studies; Science, and Technical Subjects. Participants are expected to apply their learning to classroom situations, reflect upon the results, and adjust instruction. Participants will be able to practice these concepts in their classrooms as they learn how they support the CCRS.

**CCRSMTH21: Mathematics 6-12 CCRS Yr.2: Orchestrating Student Discourse**
This course is designed to enhance 6-12 educators in designing student-centered lessons that promote mathematical discourse using the five practices: anticipating, monitoring, selecting, sequencing, and making connections. The course will enable teachers to plan, implement, and evaluate these practices while creating higher-order tasks for students. This course offers reliable instructional tools that teachers can use to improve classroom discussions over time.

**CCRSMTH21: Mathematics 6-12 CCRS Yr.2: Orchestrating Student Discourse**
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## Section 3: Teaching, Professional Development, Instructional Resources

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<th>Summer Semester 2016</th>
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<td>(Oct 7 – Nov 24 for 6-week courses)</td>
<td>(Feb 3 - Mar 23 for 6-week courses)</td>
<td>(Jun 1-Jul 19 for 6-week courses)</td>
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<td>EDU 4403: Virtual Tours</td>
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<td>EDU 4405: Finding the Best Ed Resources on the Web</td>
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<td>EDU 4410: Using Digital Portfolios</td>
<td>EDU 4421: Data Driven Decision Making</td>
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<td>EDU 4423: Creating Rubrics to Assess Student Learning</td>
<td>EDU 4432: Digital Storytelling in the Classroom</td>
<td>EDU 4435: Digital Citizenship for the 21st Century Student</td>
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<td>EDU 4442: Everything You Wanted to Know About Special Education</td>
<td>EDU 4443: Students with Significant Cognitive Disabilities</td>
<td>EDU 4437: Visual Strategies to Improve Student Thinking</td>
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<td>EDU 4464: Using Moodle in the Classroom</td>
<td>EDU 4462: Using Google Docs</td>
<td>EDU 4463: Spice Up Your Videos</td>
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<td>EDU 4465: Wikis &amp; Blogs &amp; Podcasts</td>
<td>EDU 4464: Using Moodle in the Classroom</td>
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<td>EDU 4474: iPads in the Classroom</td>
<td>EDU 4465: Wikis &amp; Blogs &amp; Podcasts</td>
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<td>EDU 6631: Teaching Students in Blended Classrooms</td>
<td>EDU 4474: iPads in the Classroom</td>
<td>EDU 4473: Twitter and Facebook</td>
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**Coming Soon!**

**New Data Governance Course**

**Spring 2016**

For a Complete List of Courses, Please Visit Our Website at [http://elearning.alsde.edu](http://elearning.alsde.edu)
eLearning Alabama Selected Courses

**Guidance Counselors**

- CCTI101  Building a College-Going Culture
- CCTI202  College, Career, Academic Planning
- CCTI3301 Financial Aid & College Applications
- CCTI404  College and Career Advising - Middle School

**Elementary School**

- ELA2412  Vocabulary in ES
- MTH2581  Numbers and Operations for K-2
- MTH2512  Complexities of Measurement
- REA2451  Reading First
- SCI3671  Physical Science for K-2
- SCI2611  Electricity and Circuits for 3-5

**Middle/High School**

- CCTI202E College, Career, Academic Planning (4 wks./20 hrs.)
- ELA3412  Vocabulary in MS
- HIS3712  Media and History - Cold War
- MTH3512  Using Models to Teach Functions
- REA3455  Kids, Content, Comprehension
- REA3475  Reading Intervention for Struggling Readers
- REA3485  Developing Reading Power thru Comprehension
- SCI3673  Physical Science for 6-8

**COMING IN FEBRUARY!**

- CCRSELA22: ELA K-5 Speaking and Listening and the EQuIP Rubric
- CCRSELA23: ELA K-5 Writing, Language and Academic Vocabulary
- CCRSELA27: ELA 6-12 Speaking and Listening; Utilizing the EQuIP Rubric
- CCRSELA28: ELA 6-12 Reading/ Writing, Language, and Academic Vocabulary

For a Complete List of Courses, Please Visit Our Website at [http://elearning.alsde.edu](http://elearning.alsde.edu)
Professional Learning Units

Learning for Educators Alabama also offers Professional Learning Units (PLUs) for school and district leaders. Those educators wishing to earn PLUs must follow the six-month multi-step process:

1. They must use Chalkable (STIPD) to register for one of the EDU55xx courses.
2. They must successfully complete and receive credit in Chalkable (STIPD) for the course.
3. They must return to their school/district and plan for changes based on what they learned in the EDU55xx course. Those not in a position to make changes may formulate the plan as a proposal.
   a. Identify a problem in the area of the course.
   b. Devise a solution to the problem.
   c. Create an implementation plan or implementation proposal.
   d. Use the ACTION PLAN TEMPLATE to describe the entire process.
   e. This project may be an extension of the EDU55xx end-of-course project, but it cannot be a repeat and/or reworking of the original end-of-course project.
   f. Please keep in mind, PLUs are designed for school and district leaders. Therefore, creating an innovative lesson for your classroom is not sufficient; however, a school or grade-wide innovation may be sufficient.
4. Each educator must prepare a presentation that showcases the plan and results in an uploadable, multimedia format (PowerPoint, Photostory, website, video, Wiki, etc.).
5. They must use Chalkable (STIPD) to register for the corresponding three-week PLUACLDxxx listed below four months after taking the EDU55xx course (EDU55xx in Feb., June, or Oct.; PLUACLDxxx in Aug., Dec., or Apr., respectively).
6. The PLUACLDxxx course requires course takers to do the following:
   a. Post their end-of-course project for the original EDU55xx course in Week 1.
   b. Post their showcase (plan and presentation) on their small group discussion forum in Week 1.
   c. Review and critique the showcases of their classmates in their assigned small groups (no more than 3) in Week 1.
   d. Revise their showcase and project as required in Week 2.
   e. Post their revised showcase and project in Week 3.
   f. Review and critique at least two of the revised showcases in Week 3.

Upon the completion of all these requirements, educators will receive one (1) PLU credit in Chalkable (STIPD). Please keep in mind, eLearning can create Chalkable (STIPD) accounts for those who do not have access to Chalkable (STIPD).

For a Complete List of Courses, Please Visit Our Website at http://elearning.alsde.edu
eLearning ACLD-Approved PLU Offerings

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<th>Standard</th>
<th>Prerequisite Course</th>
<th>Course Title</th>
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<td>PLUACLD199</td>
<td>PLUASIL 1 ACLD</td>
<td>EDU5501E</td>
<td>Data-Based School Reform</td>
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<tr>
<td>PLUACLD200</td>
<td>PLUASIL 6 ACLD</td>
<td>EDU5502E</td>
<td>Planning for Curriculum Integration of Technology</td>
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<tr>
<td>PLUACLD201</td>
<td>PLUASIL 6 ACLD</td>
<td>EDU5503E</td>
<td>Internet Safety for Schools in the Digital Era</td>
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<td>PLUACLD202</td>
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<td>EDU5504E</td>
<td>Smart Budgeting for Technology: An Intro to Total Cost of Ownership</td>
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<tr>
<td>PLUACLD203</td>
<td>PLUASIL 6 ACLD</td>
<td>EDU5505E</td>
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<td>EDU5506E</td>
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<td>PLUACLD205</td>
<td>PLUASIL 6 ACLD</td>
<td>EDU5507E</td>
<td>Special Students in Regular Classrooms-Technology, Teaching, &amp; Universal Desig</td>
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<td>PLUACLD206</td>
<td>PLUASIL 6 ACLD</td>
<td>EDU5508E</td>
<td>Using Google to Become a 21st Century Administrator</td>
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**Registration Procedures**

You can register online through Chalkable (STIPD) for any of our online educator professional development courses by following these simple instructions (or contact us if do not have Chalkable [STIPD] access):

1. Go to [https://pdweb.alsde.edu/pdweb/](https://pdweb.alsde.edu/pdweb/) for the Chalkable (STIPD) registration page.
2. Enter your USERNAME (you can obtain it from your central office).
3. Enter your PASSWORD (you can obtain it from your central office).
4. Choose the correct LEA from the drop-down list.
5. Select the PD TITLES tab from across the top of the page.
6. Select the link SEARCH THE PD TITLE CATALOG.
7. Enter the course number in the box along the right margin labeled PD TITLE NUMBER then click the SEARCH NOW button at the bottom of the page.
8. After the course description appears, select the link LIST under view schedule along the right hand margin.
9. Scroll down the list of sessions until they find the session you wish to enroll in. Select the ENROLL NOW button associated with your chosen session.

For a Complete List of Courses, Please Visit Our Website at [http://elearning.alsde.edu](http://elearning.alsde.edu)
RDY2LEAD Training

The Alabama State Department of Education and the Educational Technology section recently offered an opportunity for district teams to participate in facilitated discussions on transforming education through personalized learning. The focus of the discussions was centered on the key elements of defining, building, and administering successful personalized learning environments. The trainings are available upon request. Email Joan Greene-Fisher, jgreene-fisher@alsde.edu, or Donna Fuller, dfuller@alsde.edu, if your system is interested in participating.
$ Local Funding Issues

$ State Funding

$ Competitive Bidding on Public Contracts Generally

$ Public School Funds

$ Joint Purchasing

$ E-Rate Discounts

$ Record Disposition Requirements
Local Funding Issues

Many school systems have found local funding to be a great (if not the only) source of revenue for technology initiatives. Local businesses and colleges and universities are often quite willing to support technology in schools with people, or dollars, if asked!

Why campaign for local funding?
It is always beneficial to campaign for local funding for technology because the activity itself generates "grassroots" support and interest for local school initiatives, as well as provides funding for those projects that state and federal funds do not support. However, before most people are willing to part with their money or help raise money for technology, they like to know that you have a plan in place to spend the money wisely. They also want to know how the big investment will improve achievement and opportunities for students.

Examples of local funding sources are:

♦ PTA/PTO
♦ Local Bond Issue
♦ Tax Increase
♦ Fund Raisers
♦ Donations
♦ Local Grants
♦ Colleges and/or Universities
♦ Other Ideas...
State Funding

State Funding for Technology is determined by the legislative process.

To contact the Legislature: http://www.legislature.state.al.us/

Alabama State Board of Education Members

<table>
<thead>
<tr>
<th>DISTRICT</th>
<th>NAME AND ADDRESS</th>
<th>TELEPHONE, FAX, EMAIL</th>
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<tbody>
<tr>
<td></td>
<td>Governor Robert J. Bentley, President</td>
<td>Phone: 334-242-7100</td>
</tr>
<tr>
<td></td>
<td>State Capitol, Room N-104</td>
<td>Fax: 334-242-0937</td>
</tr>
<tr>
<td></td>
<td>600 Dexter Avenue</td>
<td>Website: <a href="http://governor.alabama.gov/">http://governor.alabama.gov/</a></td>
</tr>
<tr>
<td></td>
<td>Montgomery, AL 36130</td>
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<tr>
<td>1</td>
<td>Matthew S. Brown, J.D.</td>
<td>Phone: 251-279-0384</td>
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<tr>
<td></td>
<td>Email: <a href="mailto:matthew@brownforeducation.com">matthew@brownforeducation.com</a></td>
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<tr>
<td>2</td>
<td>Betty Peters</td>
<td>Phone: 334-794-8024</td>
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<td>Email: <a href="mailto:bpetersfaulk@gmail.com">bpetersfaulk@gmail.com</a></td>
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<td>3</td>
<td>Stephanie Bell</td>
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<tr>
<td></td>
<td>Email: <a href="mailto:stephaniewbell@gmail.com">stephaniewbell@gmail.com</a></td>
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<tr>
<td>4</td>
<td>Yvette Richardson, Ed.D., President Pro Tem</td>
<td>Phone: 205-923-7262</td>
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<tr>
<td></td>
<td>Email: <a href="mailto:mcephersony@bellsouth.net">mcephersony@bellsouth.net</a></td>
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<td>5</td>
<td>Ella B. Bell, Vice President</td>
<td>Phone: 334-834-2811</td>
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<td></td>
<td>Email: <a href="mailto:stateboard5@hotmail.com">stateboard5@hotmail.com</a></td>
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<td>6</td>
<td>Cynthia Sanders McCarty, Ph.D.</td>
<td>Phone: 256-310-6048</td>
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<tr>
<td></td>
<td>Email: <a href="mailto:csmccarty60@gmail.com">csmccarty60@gmail.com</a></td>
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<tr>
<td>7</td>
<td>Jeffery Newman, Vice President</td>
<td>Phone: 205-712-0011</td>
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<tr>
<td></td>
<td>Email: <a href="mailto:newmanjef@hotmail.com">newmanjef@hotmail.com</a></td>
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<td>8</td>
<td>Mary Scott Hunter, J.D.</td>
<td>Phone: 888-531-1312</td>
</tr>
<tr>
<td></td>
<td>Email: <a href="mailto:hunter@maryscotthunter.com">hunter@maryscotthunter.com</a></td>
<td></td>
</tr>
</tbody>
</table>
Competitive Bidding on Public Contracts Generally.

§ 411620 All contracts of whatever nature for labor, services, work, or for the purchase or lease of materials, equipment, supplies, or other personal property, involving fifteen thousand dollars ($15,000) or more, made by or on behalf of any state department, board, bureau, commission, committee, institution, corporation, authority, or office shall, except as otherwise provided in this article, be let by free and open competitive bidding, on sealed bids, to the lowest responsible bidder.

Public School Funds

Laws of Alabama

- 16-13-234 (d) Allocation of Funds
  It is the intent of the legislature that funds shall be provided to local boards of education in addition to Foundation Program funds to provide continuing funding to provide for soundness and adequacy of public school facilities in Alabama. To that end the remainder of the Public School Fund after deducing the cost pursuant to subsections (2) and (3) shall be available to the local boards of educations for capital outlay projects, including the planning, construction, reconstruction, enlargement, improvement, repair or renovation of public school facilities, for the purchase of land for public school facilities and for the acquisition and/or purchase of education technology and equipment.

- 16-13-234 (e)
  ...to receive funds from this appropriation, the local board of education must develop a comprehensive, long range capital plan addressing the facility, educational technology and equipment needs of the local board of education, pursuant to the rules adopted by the State Board of Education.
Joint Purchasing

Alabama State Department of Education
Information Technology Joint Purchasing Administrative Website

In conjunction with Title 16 Chapter 61E of the Code of Alabama 1975, the Alabama State Department of Education has been requested to act as the Administrator of a joint purchasing venture on behalf of the Montgomery County School System and all participating Alabama Public School Systems for the purchase of information technology equipment. This equipment will include computer systems (desktops, servers, laptops, handhelds and related components), networking equipment, and related software. Participants will have the opportunity to give their input as to what items that may need to be included in the bid/contract.

A committee of technology coordinators (or their representatives) has been assembled to provide guidance, develop the bid, and assist in the administration of the process. The following is a list of steps in the procedure of the joint purchasing process. It is important to note that only those school systems that sign and return the Joint Purchasing Agreement may participate and that participation in no way obligates the system to purchase from resulting contract(s) or prevents them from their normal bid processes.

The ALJP link is http://aljp.alsde.edu. For further information, contact Jerome Browning, jbrowniing@alsde.edu, 334-353-4285.

E-Rate Discounts

The Schools and Libraries Division (SLD) of the Universal Service Administrative Company (USAC) provides affordable access to telecommunications services for all eligible schools and libraries in the United States. The program provides discounts on telecommunications services, Internet access and internal connections.

Jerome Browning, State E-Rate Coordinator
Email: jbrowning@alsde.edu
Phone: 334-353-4285
Or visit https://connect.alsde.edu/sites/eia/erate/SitePages/Home.aspx for more information
Record Disposition Requirements

The information below is from the Local Boards of Education Records Disposition Authority approved by the Local Government Records Commission, October 2, 2009. You can read the complete document at: http://www.archives.alabama.gov/officials/localrda.html

You may want to read carefully the following sections:

1.04 Administrative Correspondence
4.02 20-Day Average Daily Membership Reports
4.04 Principals Attendance Reports
6.01 Student Handbooks
6.03 Daily/Weekly Teacher Lesson Plans
9.14 Websites
10.04 Purchasing Records
10.05 Records of Formal Bids
10.06 Contracts
10.08 Grant Project Files
TECHNOLOGY PLANNING
SECTION 5 OVERVIEW

• State Guidelines for District and School Technology Plans
• Guidelines: School and District Technology Plan

• Network Security
  ▶ A Brief Review of Federal Laws
  ▶ Eight Questions a Superintendent Should Ask the Chief Technology Officer

• More Information Please...Technology Planning
STATE GUIDELINES FOR DISTRICT AND SCHOOL TECHNOLOGY PLANS

Planning for the effective integration of technology into the curriculum and administrative functions helps ensure that all money is spent wisely and that students will realize the full benefits of the investments.

The Alabama State Department of Education, Educational Technology section, is the official approving agency for Alabama public schools’ System Technology Plans. Please contact your EdTech representative to assist you with your District or School Plans.

All school districts must have a detailed technology plan based on the State Technology Plan, Transform 2020. This document was created by a committee consisting of system technology coordinators and serves as the Alabama State Department of Education Technology Plan.

All school districts must submit district technology plan updates using the Online Technology Plan ASSIST database. All materials are available on the ASSIST website, www.advance-ed.org/alsde. The deadline for the submission of the Online Technology Plan Update is September 15 of each year.

To access the site, a system code and predefined password are needed. This information is available to each System Technology Coordinator. Contact your EdTech representative (see map in Section 2, pg. 2.3) if you are unable to locate your access code. Do NOT share your system code with schools. They have their own. Once you have successfully logged into the website you can obtain detailed instructions in the use of this site by clicking on the “Instructions” button. You may also refer to the Frequently Asked Questions for vital information.

Once you have submitted the technology plan update on behalf of your school system, mail the signature page to
Educational Technology
5315 Gordon Persons Building
P O Box 302101
Montgomery, AL 36130-2101
ATTN: T2020

If your plan is not approved by your EdTech representative, they will contact you and specify areas needed for correction. Technical assistance will be offered. It is then the responsibility of the local school district to make requested corrections and resubmit. Once your plan is approved, a letter will be mailed to the superintendent and a copy to the technology coordinator. Keep this letter on file for Compliance Review. An approved plan and any updates must be in our files.

It is also a requirement that all schools have technology plans. It is the responsibility of each local system to design an approval process for each school. Schools will also use the ASSIST platform to complete their Transform 2020 school plans.
# Guidelines: School and District Technology Plan

## Developing the Plan/Update

### District
- The Local Education Agency (District) will be responsible for developing a written district technology plan in cooperation with representative stakeholders. Assistance will be provided by the ALSDE Educational Technology section, upon request. *(Note: For Accountability purposes, districts are required to keep documentation of technology plan meeting agendas, minutes, sign-in sheets, and other evidence of planning meetings.)*

- The district plan must include all the items listed in the state’s annually published guidelines, as well as any additional items set forth in course of study requirements, standards adopted by the ALSDE, statewide initiatives, and codes or legislation related to administrative and/or instructional technology.

- The district plan must contain a local evaluation component that includes locally relevant evaluation questions and a process for data collection. Each district will identify the data collection strategies that will be used to establish progress in meeting the district’s goals. This data collection must include, but need not be limited to, the same survey instrument as required for reporting data annually back to the ALSDE.

### School
- The district will be responsible for ensuring that each school develops a written school technology plan in cooperation with representative stakeholders.

- It is recommended that schools include at least the same components (as appropriate) in their plans as required in the district plan.

## Filing/Submitting the Plan/Update

### District
- Both the superintendent and technology coordinator must sign the district technology plan.

- The annual district technology plan must be submitted by the specified deadline to the ALSDE through an online process.

- The district technology plan must be submitted in the prescribed format.

### School
- Schools must have on file in the school office their current technology plan and yearly updates.

- Schools shall submit yearly a copy of their technology plan to the district technology coordinator by the deadline specified by the district.

## Approval Process

### District
- District superintendents will be notified by letter upon approval of the district technology plan by the office of Education Information and Accountability.

- If a plan is deficient, the district will be notified and the office of Education Information and Accountability will provide technical assistance in correcting deficits.

### School
- The district technology coordinator is responsible for designing an approval process for each school. The same or similar approval process required by the ALSDE for district technology plans/updates is recommended.
Network Security

Mission: Deliver strategies and tools to education technology leaders and policy makers that promote network and information security in ways that help technology contribute to schools’ primary goal of teaching and learning (http://www.COSN.org).

Why people cause security breaches?
Ignorance: Lack understanding of safe computing practices and system use
Carelessness: Lack consideration for implications of their actions
Disregard of security policies: Lack motivation to follow proper actions
Maliciousness: Deliberately intend to cause damage
Challenge: Play or boredom

What You Need:
1. Policies & Standards are needed to reduce the risks and to prepare for the problems that slip through.
   Develop and institute
   Communicate: You must educate your users on security awareness. Remember security is a continual process as new employees are hired and policies and technology change. Use technology to communicate items such as online warnings.
   Enforce: Getting people to follow the policies is often the most difficult.

2. People are needed for leadership support, to build public trust, provide technical support, as users, and for management. Management is needed for the following:
   Ongoing administration and maintenance including policies and procedures
   Backing up critical data using a regular planned process
   Event logging and other documentation of your network
   Downloading patches and updates on a scheduled basis—not just when you can get to it
   Implementing and enforcing strong password policies
   Planning
   Crisis Management
   Procurement
   Risk Assessment

3. Technology is needed as you must have the right tools to implement the policies.
   Firewalls
   Network Designs
   Virus Protection Software

Laws involved include the following:
FERPA—strong privacy guidelines
HIPPA—protection of health records
NCLB—requires access to data
CIPA—Child Internet Protection Act
AUP—Acceptable Use Policies
## A Brief Review of Federal Laws Protecting the Privacy of Education Records

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<tbody>
<tr>
<td>Family Educational Rights and Privacy Act (FERPA)</td>
<td>Family Policy Compliance Office</td>
<td>Parents and eligible students</td>
<td>All education records as defined in the law</td>
<td>Local education agency to notify annually</td>
<td>Required with exceptions</td>
<td>Recordation requirements</td>
</tr>
<tr>
<td>Protection of Pupil Rights Amendment (PPRA)</td>
<td>Family Policy Compliance Office</td>
<td>Parents</td>
<td>Surveys containing certain questions and data elements as defined in the law</td>
<td>Local education agency to notify and obtain consent prior to the survey</td>
<td>Required for specific questions and data elements; provide options to opt out of survey</td>
<td></td>
</tr>
<tr>
<td>No Child Left Behind Act</td>
<td>Family Policy Compliance Office (to administer aspects related to records privacy)</td>
<td>Parents and eligible students</td>
<td>Strengthen FERPA</td>
<td>Used to notify state and local education agencies annually of FERPA and PPRA requirements</td>
<td>Required under FERPA and PPRA</td>
<td></td>
</tr>
<tr>
<td>Individuals with Disabilities Education Act (IDEA)</td>
<td>Office of Special Education Programs</td>
<td>Parents and students who have reached the age of majority under state law</td>
<td>All education records as defined in FERPA</td>
<td>Local education agencies to notify annually</td>
<td>Required with exception</td>
<td></td>
</tr>
<tr>
<td>National School Lunch Act</td>
<td>U.S. Department of Agriculture/ Food and Nutrition Service</td>
<td>Custodial parents</td>
<td>Name and eligibility status of students who are eligible for free meals or free milk or reduced price meals</td>
<td>Required for some disclosure</td>
<td>Required for some disclosure</td>
<td></td>
</tr>
<tr>
<td>Patriot Act</td>
<td>U.S. Attorney General or designee</td>
<td>U.S. Attorney General or designee</td>
<td>Any education records, in order to comply with a “lawfully issued subpoena or court order”</td>
<td>Student or parental consent not required</td>
<td>Court or ex parte orders may require the institution not to disclose to anyone the existence and contents of the orders or the institution’s response</td>
<td></td>
</tr>
<tr>
<td>Children’s Online Privacy Protection Act</td>
<td>Parents of children ages 13 and younger</td>
<td>Parents of children ages 13 and younger</td>
<td>Not education records; web sites need to obtain consent from parents prior to collecting, using, and disclosing information about the children</td>
<td>Privacy notice on web sites</td>
<td>Parental consent</td>
<td>Report disclosure to third party required</td>
</tr>
<tr>
<td>Health Insurance Portability and Accountability Act</td>
<td>Office for Civil Rights of U.S. Department of Health and Human Services</td>
<td>Patients</td>
<td>Privacy Rule does not apply to records protected by FERPA and IDEA</td>
<td>Health care providers must provide Notice of Privacy Practices</td>
<td>By patient</td>
<td></td>
</tr>
</tbody>
</table>
**Eight Questions**

*A Superintendent Should Ask the Chief Technology Officer*

| Question 1: How are we doing so far? | Incidents. Over the past year:  
- Was confidential data compromised?  
- Was data lost or corrupted?  
- Was equipment stolen or misused?  
- Was email or Internet service interrupted?  
- Did virus or spam attacks cause shutdowns?  
Causes. Were problems caused by:  
- Inadequate technical safeguards?  
- Insufficient staff training?  
- Unauthorized access to or use of systems by insiders?  
- Intrusion by outsiders?  
Impact. Did security problems result in:  
- Loss of efficiency, productivity, or other costs?  
- Failure to meet district educational objectives?  
- Damage to reputation?  
- Harm to students or staff? |
|---|---|
| Question 2: Do we have a security plan? | Security plan status.  
- When was our security plan last updated?  
- When was our security plan most recently reviewed by outside experts?  
- What steps does the plan require us to do?  
- What are the major risks we are still exposed to? |
| Question 3: Do we have adequate security and privacy policies in place? | District security rules.  
- Do we have a clear policy about data privacy?  
- When were our staff and student AUPs last reviewed and updated?  
- Have rules been effectively communicated to staff and students?  
Legal review.  
- Has the policy been reviewed by legal counsel to ensure alignment with local, state, and federal laws and regulations—including FERPA and HIPAA?  
External controls.  
- Are we confident that the data and communication systems of our outside service providers (payroll, email, data warehouse)?  
- How have we verified those assurances? |
| Question 4: Are our network security procedures and tools up to date? | Hardware.  
- Can our network equipment support current security standards?  
- Are all computers individually protected from internal viruses?  
Software.  
- Do all our computers receive security patches or virus definition updates automatically?  
- If not, how long does it take to fully install patches/updates from the time they are released?  
Monitoring.  
- Do we have the capacity to centrally monitor the status of all our equipment to know which machines are not secure, and to remotely perform other troubleshooting?  
- Are our systems set up to enforce all our network security, system access, and data privacy policies? |
**Question 5:**
Is our network perimeter secured against intrusion?

- **Design.**
  - Is our network designed to prevent unwanted intrusion?
  - Do we have external and internal firewalls?

- **Laptop problems.**
  - Are we able to deal with viruses and other problems brought in through home-used laptops and other mobile devices?

- **Wireless security.**
  - Have we secured wireless networks against intruders?

- **Passwords.**
  - Do we enforce regular updates of secure passwords by all users?

**Question 6:**
Is our network physically secure?

- **Environmental hazards.**
  - Is all network equipment located in facilities protected against flooding, burst pipes, freezing, overheating, or fire?

- **Physical security.**
  - Do we regularly check to ensure that only authorized people can physically access key equipment?
  - Is all network equipment located in locked rooms dedicated solely for that purpose (no secondary custodial or secretarial use)?
  - Is all end user equipment cabled down and labeled?

**Question 7:**
Have we made our users part of the solution?

- **Awareness.**
  - How well do all users understand their own self-interest in keeping our IT systems operational, and know what they need to do to maintain system security?

- **Training.**
  - Is there a sufficient program of user training, and does that training include security issues?

- **Communication.**
  - Is there a regular flow of communication with and feedback from all users? What happens to user complaints and suggestions?

**Question 8:**
Are we prepared to survive a security crisis?

- **Backups.**
  - Is all our data regularly backed up to both a secure internal and a secure external location?

- **Redundant systems.**
  - Do we have redundant network connections (with at least minimal capacity among our buildings and from our network to our key external vendors) so that we can continue operations if our communication networks are compromised?

- **Communication plan.**
  - If a crisis were to occur, are we prepared to stay in touch with families, staff, municipal leaders, the media, and other stakeholders about the extent of the problem and our progress in dealing with it?

- **Preparedness.**
  - Are crisis response staff identified and trained?
  - Have we done a “dry run” test of our crisis management plan recently?
  - Have we improved our crisis management plan as a result of that test?

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Cyber Security for the Digital District
Consortium for School Networking, [http://www.cosn.org](http://www.cosn.org)
More Information Please...Technology Planning

General

ASSIST, Advanc-ed Software


Education and Research

http://www.ncsa.uiuc.edu/


http://www.ed.gov/offices/OERI/ORAD/LTD/panel.html

Getting America's Students Ready for the 21st Century

http://www.ed.gov/about/offices/list/os/technology/plan/index.html
RESOURCES
SECTION 6 OVERVIEW

• Quick Sheet for Online Resources

• Web Resources
Quick Sheet for Online Resources

Alabama State Department of Education
http://www.alsde.edu
Main webpage for getting all the latest in technology.
Hover over Department Offices, click Educational Technology, click Tech Coordinator Resources.

Alabama Learning Exchange (ALEX)
http://www.alex.state.al.us
ALEX is the instructional Web portal managed and maintained by the Alabama Department of Education. ALEX is a home base to educators for classroom resources: *Courses of Study, Lesson Plans, and other instructional resources*. ALEX provides a gateway to a collection of Web resources developed or selected by Alabama educators to support classroom instruction across our state and the entire world. The only thing needed to access ALEX is the Internet!

Alabama Technology in Motion
http://atim.us/
Need some faculty training? Tired of the same old stuff? Be on the cutting edge of training for your school. This site provides resources to support technology training workshops for teachers in Alabama schools. Great links and contact information on training.

ACCESS (Distance Learning)
http://accessdl.state.al.us
The plan proposes to utilize distance learning options to provide access to high-quality instruction and coursework not currently available to all students. The State of Alabama will provide equal access to high quality instruction to improve student achievement through distance learning opportunities. The mission of the distance education program in Alabama is to provide an infrastructure that delivers equitable, quality learning opportunities for all citizens.

E-Rate
http://eratesp.alsde.edu
A program that provides discounts for Telecommunications, Internet Access and Internal Connections for both schools and libraries. Contact Jerome Browning the State E-Rate Coordinator, 334-353-4285, jbrowning@alsde.edu, or visit eratesp.alsde.edu for more information.

eLearning Alabama
http://elearning.alsde.edu/
eLearning Alabama is Alabama’s implementation of the E-Learning for Educators Initiative, a project funded through a federal Ready to Teach grant and multi-state collaboration between nine state education agencies and associated public broadcast stations. eLearning Alabama partners are the Alabama State Department of Education (Alabama Technology in Motion) and Alabama Public Television. eLearning uses a Web-based model to provide effective professional development that leads to gains in teacher’s content knowledge, improvements in their teaching practices and increases in the achievement of their students.
Intel Teach®  
Intel Teach® is a proven, worldwide professional development program that helps educators enhance 21st Century learning through the effective use of technology. The program delivers a range of offerings that includes both in person and online instruction and incorporates relevant and useful online tools and resources. The program promotes 21st Century learning skills critical for student success in today's knowledge economy: skills such as digital literacy, problem solving, critical thinking, and collaboration.

Technology Education Course of Study  
http://www.alsde.edu
Get the new Grades K-8 technology education content standards as well as the revised Grades 9-12 content standards for the required ½ credit Computer Applications course. (Hover over Department Offices, click Educational Technology, click AL COS: Technology Education.)

Think Quest  
http://www.ThinkQuest.org
Going to the library has never been like this! Think Quest is a library of over 3,500 student-constructed educational websites. This is a great resource for the classroom and a way to get your students involved in collaborative Web design.
The Web addresses on the next few pages can be made available to teachers and administrators. They contain information relevant to subject areas, leadership, technology, and school programs.

<table>
<thead>
<tr>
<th>Name</th>
<th>Brief Description</th>
<th>Web Address</th>
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<tbody>
<tr>
<td><strong>Alabama Virtual Library</strong></td>
<td>Search for current information in professional journals relating to technology.</td>
<td><a href="http://www.avl.lib.al.us">www.avl.lib.al.us</a></td>
</tr>
<tr>
<td><strong>American Alliance for Health, Physical Education, Recreation, and Dance</strong></td>
<td>Publications, conference information and resources for teachers.</td>
<td><a href="http://www.aahperd.org">www.aahperd.org</a></td>
</tr>
<tr>
<td><strong>American Association of School Administrators</strong></td>
<td>Publications and model programs.</td>
<td><a href="http://www.aasa.org">www.aasa.org</a></td>
</tr>
<tr>
<td><strong>American Federation of Teachers</strong></td>
<td>Contains links for improving instruction.</td>
<td><a href="http://www.aft.org">www.aft.org</a></td>
</tr>
<tr>
<td><strong>American School Counselor Association</strong></td>
<td>Resources for School Guidance Counselors (School safety and violence prevention).</td>
<td><a href="http://schoolcounselor.org">http://schoolcounselor.org</a></td>
</tr>
<tr>
<td><strong>American School Health Association</strong></td>
<td>Publications, conference information, and resolutions for school health.</td>
<td><a href="http://www.ashaweb.org">www.ashaweb.org</a></td>
</tr>
<tr>
<td><strong>Association for Middle Level Education</strong></td>
<td>Resources for teachers and administrators of middle grade students.</td>
<td><a href="http://www.amle.org">www.amle.org</a></td>
</tr>
<tr>
<td><strong>Association for Supervision and Curriculum Development</strong></td>
<td>Contains selected articles on classroom instruction and online professional development. A monthly online newsletter is available for members.</td>
<td><a href="http://www.ascd.org">www.ascd.org</a></td>
</tr>
<tr>
<td><strong>Council of Chief State School Officers</strong></td>
<td>An organization for the State Superintendents of K-12 instruction. This site contains links to publications and all State Departments of Education.</td>
<td><a href="http://www.ccsso.org">www.ccsso.org</a></td>
</tr>
<tr>
<td><strong>EDC (Education Development Center)</strong></td>
<td>EDC is an international, non-profit organization with more than 335 projects dedicated to enhancing learning, promoting health, and fostering a deeper understanding of the world.</td>
<td><a href="http://www.edc.org">www.edc.org</a></td>
</tr>
<tr>
<td><strong>Education Technology Resources</strong></td>
<td>This site contains educational resources identified by Canadian colleges and institutes.</td>
<td><a href="http://www.camosun.bc.ca">www.camosun.bc.ca</a></td>
</tr>
<tr>
<td><strong>Education Week</strong></td>
<td>This site lists deadlines for grant applications and discusses effective sites on the Web.</td>
<td><a href="http://www.edweek.org">www.edweek.org</a></td>
</tr>
<tr>
<td><strong>Education World</strong></td>
<td>This is a large education-specific search engine with links to more than 35,000 education-related sites. This site can facilitate and speed searches for teaching resources.</td>
<td><a href="http://www.educationworld.com">www.educationworld.com</a></td>
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<td>Eisenhower National Clearinghouse for Mathematics and Science Education</td>
<td>This site contains resources and activities related to mathematics and science. Information about grants is available here.</td>
<td><a href="http://www.goENC.com">www.goENC.com</a></td>
</tr>
<tr>
<td>Georgia Learning Connections</td>
<td>Lesson plans and Web resources aligned to Georgia standards. (requires password)</td>
<td><a href="http://www.glc.k12.ga.us">www.glc.k12.ga.us</a></td>
</tr>
<tr>
<td>Global SchoolNet.org</td>
<td>Provides assistance on planning telecomputing.</td>
<td><a href="http://www.gsn.org">www.gsn.org</a></td>
</tr>
<tr>
<td>International Reading Association</td>
<td>Publications and links for teachers of Reading.</td>
<td><a href="http://www.reading.org">www.reading.org</a></td>
</tr>
<tr>
<td>International Society for Technology in Education</td>
<td>Publications, workshops, and resources for teachers and administrators.</td>
<td><a href="http://www.iste.org">www.iste.org</a></td>
</tr>
<tr>
<td>ISTE: National Educational Technology Standards (NETS)</td>
<td>The primary goal of the ISTE NETS Project is to enable stakeholders in PreK-12 education to develop national standards for educational uses of technology that facilitate school improvement in the United States and globally the NETS Project continues to work to define standards for students, integrating curriculum technology, technology support, and standards for student assessment and evaluation of technology use.</td>
<td><a href="http://www.cnets.iste.org">www.cnets.iste.org</a></td>
</tr>
<tr>
<td>National Association of Elementary School Principals</td>
<td>Publications, links to educational research for elementary school principals.</td>
<td><a href="http://www.naesp.org">www.naesp.org</a></td>
</tr>
<tr>
<td>National Association of Secondary School Principals</td>
<td>Resources for administrators, teachers, and students. NASSP is the parent organization of: the National Honor Society®, National Junior Honor Society®, American Technology Honor Society®, National Association of Student Councils®, National Association of Student Activity Advisors®, and National Honor Society®, National Junior Honor Society®, American Technology Honor Society®, National Association of Student Councils®, National Association of Student Activity Advisors®, and Middle Level Student Activities Association® found in the Student activities area of the Web site.</td>
<td><a href="http://www.nassp.org">www.nassp.org</a></td>
</tr>
<tr>
<td>National Education Association</td>
<td>Contains links for improving instruction.</td>
<td><a href="http://www.nea.org">www.nea.org</a></td>
</tr>
<tr>
<td>National School Boards Association</td>
<td>Advocacy, publications, and training for district school boards as well as professional staff. Foundation provides funding for specific projects.</td>
<td><a href="http://www.nsba.org">www.nsba.org</a></td>
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<tr>
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</tr>
<tr>
<td>National Science Teachers Association</td>
<td>Publications and links for teachers of Science.</td>
<td><a href="http://www.nsta.org">www.nsta.org</a></td>
</tr>
<tr>
<td>Southern Regional Education Board</td>
<td>SREB stresses the inseparable links between schools and colleges. Their purpose is to help states improve the quality of education, student opportunity and student achievement. Resources for administrators and supervisors.</td>
<td><a href="http://www.sreb.org">www.sreb.org</a></td>
</tr>
<tr>
<td>State Educational Technology Directors Association</td>
<td>Resources for state and district technology directors and specialists</td>
<td><a href="http://www.setda.org">www.setda.org</a></td>
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<tr>
<td>U.S. Department of Education</td>
<td>At this location, you can get information on technology grants and technology opportunities, as well as other useful documents and information on the federal activities in education.</td>
<td><a href="http://www.ed.gov/technology">www.ed.gov/technology</a></td>
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